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ABSTRACT

This handbook is intended for use by those attending a one-day workshop dealing with planning and developing a vocational English as a second language (VESL) program. Materials provided to reinforce the following objectives are addressed during the workshop: identify the need issues that can be used in planning services and responding to requests for proposals, define VESL and identify the kinds of VESL, identify approaches that meet the needs of the limited-English proficient individual, list appropriate assessment instruments and methods for determining English language proficiency, demonstrate skills (program design and instruction) needed to implement a VESL program, and identify resources for implementation. The handbook is divided into the following five sections: data on the characteristics and educational needs of limited-English proficient persons and a compilation of VESL needs rationale resources; examinations of general occupational cluster and occupation-specific VESL; a table describing primary sources of vocational education/training and related instruction for limited-English proficient individuals; a guide to VESL instruction, which contains learning activities and information handouts based on the ESL, vocational, work experience, and workplace approaches; and the section from the GAIN manual that deals with ESL and VESL. (MN)

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ED279906

VESL
(Vocational English as a Second Language):

MAKING EMPLOYMENT TRAINING WORK FOR LIMITED-ENGLISH PROFICIENT PARTICIPANTS

Sponsored by

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California State Department of Education,
Employment Preparation Division

Training Conducted by

Consortium on Employment Communication
Center for Career Studies, IE2-117
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A G E N D A

9:00 A.M. **OVERVIEW**

- Opening
- Introductions
- Goals for the day
- Orientation to the resource binder

****

9:15 A.M. **OBJECTIVE ONE**

Identify the need issues that can be utilized in (1) planning services and (2) responding to requests for proposals.

****

I. Profile of the limited-English proficient population (see section A).

A. How many are limited-English proficient?

B. What language groups do they come from?

C. Where do they live?

D. What is the impact on urban and rural areas?

II. The impact of limited-English proficiency on employment (see section A).

A. How does it affect the individual?

1. In training

2. Looking for a job

3. On the job

B. How does it affect employers?

C. How does it affect government and the community at large?

10:00 A.M.

****
OBJECTIVE TWO
Define VESL and identify the kinds of VESL.
****

III. A definition of VESL (see section B).

English language training that provides instruction in the linguistic and cultural competencies participants need to benefit from training and/or succeed in the job market.

IV. The kinds of VESL (see Section B).

A. General VESL (pre-vocational)

B. Occupational-cluster VESL

C. Occupational-specific VESL

10:30 A.M. ***** B R E A K *****

10:45 A.M.

****
OBJECTIVE THREE
Identify approaches that meet the needs of the limited-English proficient.
****

V. Four programming approaches (see section B)

A. The ESL classroom

B. The vocational program

C. Work experience

D. Workplace

VI. Application of the approaches to existing programs

A. Selecting an approach to use

B. Matching "the kinds of VESL" to the approaches

11:45 A.M.

****
OBJECTIVE FOUR
List appropriate assessment instruments and methods for determining English language proficiency.
****

VII. Determining when the participant is ready

A. English language proficiency is a continuum.

B. Participants' readiness (in terms of language) is tied to his/her goals.

VIII. Appropriate assessment (see Section B)

A. Criteria for appropriate assessment

B. A list of tests

12:00 ***** L U N C H A N D N E T W O R K I N G *****

1:00 P.M.

****

OBJECTIVE FIVE

Demonstrate skills (program design and instruction) needed to implement a VESL program (see Section C).

****

NOTE: The audience will divide into two groups.

GROUP 1: Implementing a VESL Program

IX. A selected approach in depth

A. A description of the approach

B. The factors that lead to successful implementation

X. Funding for VESL

A. Using ADA

B. Other sources

- o Carl Perkins Act
- o GAIN
- o Job Training Partnership Act
- o Refugee Act
- o Others

GROUP 2: Implementing VESL in the Classroom

XI. Instructional approaches

A. Competency-based instruction

B. Interactive activities

C. Task-based activities

XII. Classroom management strategies

A. Grouping

B. Individualized instruction

XIII. Teaching materials

A. Criteria for selection

B. Looking at examples

****

3:15 P.M. **OBJECTIVE SIX**
Identify resources for implementation.

****

XIV. Curriculum resources

A. VOICE
B. DNAE
C. VESL Bibliographies
D. Refugee Materials Center
E. Others

XV. Technical assistance resources

A. VOICE
B. DNAE
C. Others

XVI. The first step

****

3:45 P.M. **EVALUATION**

****

SECTION A

Table I
Limited English Proficient Persons in California
Statewide Totals by Selected Sources and Years

Data Source and Year	Number in Total Population	Number of Limited English Proficient Persons*	Percent of Total Population
1980 U.S. Census	23,667,902 (Total California Population)	1,252,724 (1)	5%
1984 California Public K-12 Language Census	4,089,017 (Total K-12 Enrollment)	487,835 (2)	12%
1982-83 California Public Adult ABE-306 Enrollment Census and Spring Sample	601,360 (Total ABE-306 Enrollment)	480,588 (3)	79.9%

* Not all measures are precise counts of proficiency. See source descriptions below.

(1) Source: U.S. Bureau of the Census. Taken from self-identification question on 20% sample of 1980 Census. Compilation of those who answered "not well" and "not at all" when asked how well they spoke English. This is not a reliable measure of English proficiency and very likely resulted in an undercount.

(2) Source: California Department of Education. Counts based on proficiency examination; therefore, the most reliable data available.

(3) Source: California Department of Education. Enrollees in English as a Second Language (ESL) classes. Adapted from March 1983 sample count of ABE-306 enrollees. These figures do not reflect those ABE programs not receiving federal ABE-306 funds, though the major concentration of LEP persons in state are served in those counties and districts reported here.

From Rezabek, Dale. Communication, Culture, and Employability in California, Part I - Demographic Summary. Consortium on Employment Communication. 1985. P. 4.

Table III
Limited English-Proficient Persons ✲✲ by Language Group
By Selected Sources and Years

Language Group	Data Source and Year								
	1984 Public K-12 LEP Enrollment			1980 Census Limited English Speaking Persons			1982-83 Public Adult Education ESL Enrollment (Federal ABE-306)		
	Number	% of Total	Rank	Number	% of Total	Rank	Number	% of Total	Rank
Spanish	355,650	72.9	1	938,950	75.0	1	221,058	46.0	1
Vietnamese	29,535	6.1	2	26,493	2.1	5	64,746	13.5	3
Chinese	24,481	5.0	3	81,575	6.5	2	79,667	16.6	2
Pilipino	10,941	2.2	4	20,848	1.7	6	4,310	0.9	8
Korean	8,993	1.8	5	29,023	2.3	3	12,188	2.5	6
Lao	8,748	1.7	7	N/A	-	-	28,488✲	5.9	4
Cambodian	8,399	1.7	7	N/A	-	-	15,557	3.2	5
Japanese	3,355	0.7	8	28,536	2.3	4	8,677	1.8	7
Portuguese	2,483	0.5	9	17,765	1.4	7	3,211	0.7	9
Other	35,250	7.2	-	109,534	8.7	-	42,686	8.9	-
TOTAL	487,835	100.0	-	1,252,724	100.0	-	480,588	100.0	-

✲ (includes Hmong)
✲✲ Not all measures are precise counts of proficiency. See source description, Table 1.
Sources: 1980 Census
California Department of Education Language Census
California Department of Education ABE-306 ESL Enrollments
(See Table 1 for data limitations.)

From Rezabek, Dale. Communication, Culture, and Employability in California, Part I - Demographic Summary. Consortium on Employment Communication. 1985. P. 6.

Table II
Limited English Proficient Persons✲
in Selected California SMSA's and Counties by Selected Data Sources and Years

SMSA or County	Data Sources and Years					
	1980 Census		1984 Public K-12 LEP Enrollment		1982-83 Public Adult Education ESL Enrollment (Federal ABE-306)	
	Number LEP	% of Total SMSA Population	Number LEP	% of Total SMSA K-12 Population	Number of ESL Enrollees	% of Total ABE-306 Enrollees
Los Angeles/Long Beach	650,314	9	227,843	18	222,104	81
San Francisco/Oakland	122,559	4	45,892	10	71,431	81
Anaheim/Santa Ana/ Garden Grove	83,523	4	39,961	12	22,970	92
San Diego	63,378	3	32,968	11	18,088	84
San Jose	44,158	3	22,725	10	13,482	91
Riverside/San Bernardino Ontario	43,442	3	20,515	7	5,360	64
Fresno	30,556	6	10,498	10	1,321	64
Oxnard/Simi Valley/Ventura	27,918	5	9,522	9	1,921	67
Salinas/Seaside/Monterey	23,686	8	10,359	21	5,964	55
Bakersfield	20,024	5	5,410	7	1,831	93
Sacramento	19,816	2	9,862	6	5,050	70
Tulare and Kings Counties	22,672	7	7,152	10	2,026	51
Stockton	15,891	5	8,721	12	2,776	67
Imperial County	13,800	15	7,813	34	381	74
Santa Barbara/Santa Maria/ Lompoc	10,903	4	4,330	10	N/A	N/A

✲Not all measures are precise counts of proficiency. See source descriptions on Table 1.
Sources: 1980 Census
California Department of Education Language Census
California Department of Education ABE-306 ESL Enrollments
(See Table 1 for data limitations)

From Rezabek, Dale. Communication, Culture, and Employability in California, Part I - Demographic Summary. Consortium on Employment Communication. 1985. P. 5.

Table IV

Limited English Proficient Students Enrolled in California Public Schools, Grades K-12, by Language Group, 1980 - 1984

Language Group	1980		1984		
	Number LEP Students	% of Total	Number LEP Students	% of Total	% of Growth
Spanish	257,033	78.9	355,650	72.9	38.4
Vietnamese	14,018	4.3	29,535	6.1	110.7
Chinese	12,472	3.8	24,481	5.0	96.3
Pilipino	6,658	2.0	10,941	2.2	64.3
Korean	6,599	2.0	8,993	1.8	36.3
Lao	2,652	0.8	8,748	1.8	229.9
Cambodian	1,071	0.3	8,399	1.7	684.2
Japanese	2,713	0.8	3,355	0.7	23.7
Portuguese	2,230	0.7	2,483	0.5	11.3
Other	20,302	6.2	35,250*	7.2	73.6
Total	325,748	100.0	487,835	100.0	49.8

*Largest subgroup within "other" category is Hmong: 6,457 LEP
Source: California Department of Education Language Census

From Rezabek, Dale. Communication, Culture, and Employability in California, Part I - Demographic Summary. Consortium on Employment Communication. 1985. P. 9.

Table III-1
San Diego SMSA
Limited English-Proficient Persons by Language Group
By Selected Sources and Years

Language Group	Data Source and Year								
	1984 Public K-12 LEP Enrollment			1980 Census Limited English Speaking Persons			1982-83 Public Adult Education ESL Enrollment (Federal ABE-306)		
	Number	% of Total	Rank	Number	% of Total	Rank	Number	% of Total	Rank
Spanish	24,516	74.4	1	47,049	74.2	1	7,494	41.4	1
Vietnamese	2,210	6.7	2	2,194	3.5	3	2,821	15.6	3
Chinese	434	1.3	6	1,969	3.1	4	1,178	6.5	5
Pilipino	1,174	3.6	4	2,308	3.6	2	288	1.6	7
Korean	86	0.3	8	538	0.8	7	181	1.0	8
Lao	1,687	5.1	3	-	-	-	3,336#	18.4	2
Cambodian	737	2.2	5	-	-	-	1,190	6.6	4
Japanese	169	0.5	7	988	1.6	5	316	1.7	6
Portuguese	40	0.1	9	780	1.2	6	54	0.3	9
Other	1,915	5.8	-	7,552	11.9	-	1,230	6.8	-
TOTAL	32,968	100.0	-	63,378	100.0	-	18,088	100.0	-

Includes Hmong

From Rezabek, Dale. Communication, Culture, and Employability in California, Part I - Demographic Summary. Consortium on Employment Communication. 1985.

SOUTHEAST ASIAN REFUGEES: ESTIMATED CUMULATIVE STATE POPULATIONS a/
INCLUDING ENTRIES FROM 1975 THROUGH MARCH 31, 1986

STATE OF RESIDENCE	ESTIMATED TOTAL	STATE OF RESIDENCE	ESTIMATED TOTAL
ALABAMA	3,100	NEVADA	2,100
ALASKA	200	NEW HAMPSHIRE	800
ARIZONA	5,400	NEW JERSEY	7,000
ARKANSAS	2,600	NEW MEXICO	2,000
CALIFORNIA	310,000	NEW YORK	29,600
COLORADO	10,700	NORTH CAROLINA	5,400
CONNECTICUT	7,200	NORTH DAKOTA	900
DELAWARE	300	OHIO	10,600
DISTRICT OF COLUMBIA	1,700 b/	OKLAHOMA	8,800
FLORIDA	13,100	OREGON	17,800
GEORGIA	10,100	PENNSYLVANIA	26,200
HAWAII	6,700	RHODE ISLAND	6,000
IDAHO	1,700	SOUTH CAROLINA	2,100
ILLINOIS	26,000	SOUTH DAKOTA	1,000
INDIANA	4,000	TENNESSEE	5,300
IOWA	9,000	TEXAS	58,900
KANSAS	10,200	UTAH	8,300
KENTUCKY	2,400	VERMONT	600
LOUISIANA	14,300	VIRGINIA	21,400
MAINE	1,800	WASHINGTON	35,500
MARYLAND	9,500	WEST VIRGINIA	400
MASSACHUSETTS	23,700	WISCONSIN	10,300
MICHIGAN	10,600	WYOMING	200
MINNESOTA	24,900	GUAM	300
MISSISSIPPI	1,900		
MISSOURI	7,200	OTHER TERRITORIES	c/
MONTANA	800		
NEBRASKA	2,100	TOTAL	782,700

a/ Adjustments for secondary migration were last incorporated into these estimates as of September 30, 1985. All totals rounded to the nearest hundred.
b/ Annual figures for the District of Columbia are overstated because they are based on the address of the sponsoring organization. Most of those persons are thought to settle directly in nearby Maryland or Virginia.
c/ Fewer than 100.

Source: Office of Refugee Resettlement/U.S. Department of Health and Human Services

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FY 86 REFUGEE ARRIVALS* BY STATE OF RESETTLEMENT AND COUNTRY OF ORIGIN AS OF APRIL 30, 1986

STATE	YTD FY 86	STATE	YTD FY 86
ALABAMA	126	NEW JERSEY	543
ALASKA	30	NEW MEXICO	98
ARIZONA	490	NEW YORK	2,581
ARKANSAS	85	NORTH CAROLINA	373
CALIFORNIA	11,141	NORTH DAKOTA	73
COLORADO	364	OHIO	420
CONNECTICUT	421	OKLAHOMA	286
DELAWARE	20	OREGON	586
DIST OF COLUMBIA	242	PENNSYLVANIA	1,104
FLORIDA	747	RHODE ISLAND	251
GEORGIA	597	SOUTH CAROLINA	45
HAWAII	152	SOUTH DAKOTA	67
IDAHO	260	TENNESSEE	579
ILLINOIS	1,506	TEXAS	2,422
INDIANA	167	UTAH	430
IOWA	394	VERMONT	36
KANSAS	329	VIRGINIA	939
KENTUCKY	287	WASHINGTON	1,531
LOUISIANA	329	WEST VIRGINIA	12
MAINE	190	WISCONSIN	361
MARYLAND	512	WYOMING	10
MASSACHUSETTS	1,574	AMERICAN SAMOA	0
MICHIGAN	597	GUAM	0
MINNESOTA	1,149	JOHNSON ATOLL	0
MISSISSIPPI	107	NO. MARIANNA ISLANDS	0
MISSOURI	571	MIDWAY ISLANDS	0
MONTANA	21	PUERTO RICO	0
NEBRASKA	94	TRUST TERRITORIES	0
NEVADA	152	VIRGIN ISLANDS	0
NEW HAMPSHIRE	33	WAKE ISLANDS	0
		UNKNOWN	1
		TOTAL YTD FY 86	35,355

COUNTRY	BIRTHPLACE	CIT.*	COUNTRY	BIRTHPLACE	CIT.*
AFGHANISTAN	1,556	1,495	PHILIPPINES	228	0
ALBANIA	40	39	POLAND	2,043	1,994
ANGOLA	2	3	ROMANIA	1,309	1,274
AUSTRIA	4	1	SOUTH AFRICA	5	6
BOTSWANA	5	3	SUDAN	5	0
BULGARIA	79	79	SYRIA	5	9
CAMBODIA	6,444	9,061	TAIWAN	13	0
CHINA	278	15	TANZANIA	1	0
CUBA	7	7	THAILAND	3,234	2
CZECHOSLOVAKIA	875	872	TURKEY	2	6
ETHIOPIA	407	399	UGANDA	1	0
FRANCE	6	8	USSR	524	503
GERMANY (FED. REP.)	27	1	VIETNAM	12,113	12,563
GREECE	13	8	YUGOSLAVIA	4	1
HONG KONG	49	8	ZAIRE	1	0
HUNGARY	337	335	ZAMBIA	1	0
INDONESIA	86	8	UNKNOWN	1	551
IRAN	1,950	1,884	OTHER	13	0
IRAQ	219	224			
ITALY	4	8			
LAOS	3,371	4,017			
LEBANON	2	0			
LIBYA	1	1			
MALAWI	4	4			
MACAO	1	0			
MALAYSIA	30	0			
NAMIBIA	5	6			
NETHERLANDS	1	0			
PAKISTAN	46	0			
PARAGUAY	3	0			
			TOTAL FOR YTD FY 86	35,355	35,355

* This report is based on documents from the Refugee (formerly ACVA) Data Center, ICM and other federal agencies available on the above date and may not include information on all refugees in the categories reported.
* Children born in refugee camps are assigned citizenship of parents. Citizenship information is often lacking, especially for non-Southeast Asians.

SOURCE: U.S. Office of Refugee Resettlement.

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Population Characteristics

U.S. Department of Commerce
BUREAU OF THE CENSUS

Series P-20, No. 403
Issued December 1985

Persons of Spanish Origin in the United States: March 1985 (Advance Report)

INTRODUCTION

This report presents advance data on the demographic, social, and economic characteristics of persons of Spanish origin[1] in the United States. The data were collected by the Bureau of the Census in the supplement to the March 1985 Current Population Survey (CPS).[2] The characteristics presented in this report include age, sex, educational attainment, employment status, income, and poverty status. A more detailed report on the characteristics of the Spanish population is forthcoming.

This is the first of the CPS reports on persons of Spanish origin to present data on the Spanish population based entirely on postcensal independent estimates of Hispanics. These Spanish population estimates, derived independently of the CPS, were instituted as control totals for the CPS to eliminate annual fluctuations in the CPS Hispanic estimates and to establish a postcensal time series of Hispanic data comparable with the 1980 census information for Hispanics.

Independent postcensal estimates based on a preliminary methodology were first used as controls for the March 1982 CPS data on Hispanics. These data and an explanation of the preliminary methodology are presented in appendixes A and B, Current Population Reports, Series P-20, No. 396, *Persons of Spanish Origin in the United States: March 1982*. Subsequently, this methodology was refined and used to produce the March 1985 estimates shown in this report.

The March 1985 CPS estimates were developed using the 1980 census data on Hispanics by age and sex as a base. These 1980 figures were updated to 1985 by estimating (1) the number of Hispanic births, (2) the number of Hispanic deaths, (3) the number of immigrants of Hispanic origin, (4) the net movement of persons to and from Puerto Rico, (5) the change in the resident Hispanic personnel in the Armed Forces, and (6) the change in the Hispanic institutionalized population. The forthcoming final report, *Persons of Spanish Origin in the United States: March 1985*, will contain a detailed explanation of the refined methodology used to develop the March 1985 CPS independent estimates of the Hispanic population.

POPULATION GROWTH AND COMPOSITION

In March 1985, there were 16.9 million persons of Spanish origin in the United States representing an increase of about 2.3 million persons (16 percent) over the 1980 census figure of 14.6 million. This sizeable increase was the result of high fertility and the resulting large natural increase (i.e., excess of births over deaths) and of substantial immigration to the United States from Mexico, Cuba[3], and other Spanish-speaking countries of Central and South America.

The increase in the Spanish population between 1980 and 1985 (16 percent) was proportionately larger than that for the overall population (3.3 percent) and consequently, persons of Spanish origin constituted a larger proportion of the total population in 1985 than they did in 1980 (7.2 percent and 6.4 percent, respectively). (See tables 1 and 2.)

In March 1985, the Spanish origin population of the United States comprised approximately:

- 10.3 million persons of Mexican origin
- 2.6 million persons of Puerto Rican origin
- 1.0 million persons of Cuban origin
- 1.7 million persons of Central or South American origin
- 1.4 million persons of other Spanish origin[4]

[1] The terms "Spanish" and "Hispanic" are used interchangeably in this report.

[2] Information from the March 1985 CPS shown in this report is based on the civilian noninstitutional population of the United States and members of the Armed Forces in the United States living off post or with their families on post, but excludes all other members of the Armed Forces.

[3] A substantial number of Cubans entered the United States immediately following the official date of the 1980 census (April 1), and hence were not included in the 1980 census count of Hispanics.

[4] Unless otherwise noted, persons reporting "Other Spanish" origin are those whose origins are from Spain, or they are Spanish origin persons identifying themselves generally as Spanish, Spanish-American, Hispano, Latino, etc.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Table 1. All Persons and Persons of Spanish Origin, by Type of Origin: March 1985 CPS and 1980 Census

(For the United States. Numbers in thousands. 1980 census data based on sample tabulations)

Origin	March 1985 CPS	1980 census
Total population	234,066	226,546
Percent	100.0	100.0
Total Spanish origin	7.2	6.4
Mexican	4.4	3.8
Puerto Rican	1.1	0.9
Cuban	0.4	0.4
Central or South American	0.7	[1]1.4
Other Spanish	0.6	
Not of Spanish origin[2]	92.8	93.6

[1]In the 1980 census, the "Other Spanish" category included persons from Spain, the Spanish-speaking countries of Central or South America, and Hispanic persons who identified themselves generally as Latino, Spanish-American, Spanish, etc. In the CPS, the category "Central or South American" is listed as a separate origin.

[2]Includes persons who did not know or did not report on origin.

Table 2. Persons of Spanish Origin, by Type of Origin: March 1985 CPS and 1980 Census

(For the United States. Numbers in thousands. 1980 census data based on sample tabulations)

Type of Spanish origin	March 1985 CPS		1980 census	
	Number	Percent	Number	Percent
Total Spanish origin	16,940	100.0	14,604	100.0
Mexican	10,269	60.6	8,679	59.4
Puerto Rican	2,562	15.1	2,005	13.7
Cuban	1,036	6.1	806	5.5
Central or South American	1,722	10.2	[1]3,114	21.3
Other Spanish	1,350	8.0		

[1]In the 1980 census, the "Other Spanish" category included persons from Spain, the Spanish-speaking countries of Central or South America, and Hispanic persons who identified themselves generally as Latino, Spanish-American, Spanish, etc. In the CPS, the category "Central or South American" is listed as a separate origin.

SOCIAL AND ECONOMIC CHARACTERISTICS

On the average, both the Spanish and non-Spanish populations had higher median ages in 1985 than in 1980. The median age of Hispanics was 25.0 years in March 1985, up from 23.2 years in 1980; the medians for the non-Spanish population were 31.9 and 30.6, respectively. Even though both populations were older in 1985, the Spanish origin population remained a much younger population than the non-Spanish population, reflecting the higher fertility levels among Hispanics. (See tables 3 and 4.)

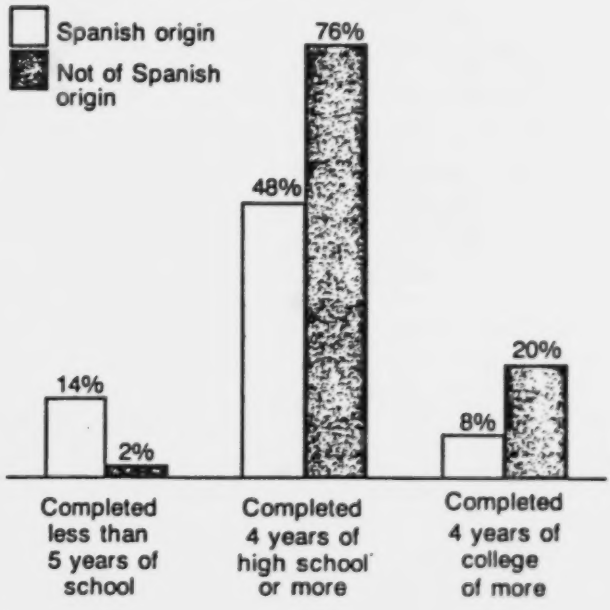
Except for the Cuban population, the median age for each of the Hispanic subgroups was significantly higher in 1985 than it was in 1980. In addition, the median age varied considerably among these subgroups in 1985: the Mexican and Puerto Rican groups had the youngest median ages, while the Cubans had the oldest median age (tables 4 and 5).

In March 1985, as in the past, Hispanics 25 years old and over had a lower educational attainment level than non-Hispanics. About 14 percent of Hispanics had completed less than 5 years of school, compared with only 2 percent for the comparable group of non-Hispanic persons. Furthermore, the proportion of high school graduates among Hispanics was only 48 percent, far below the 76 percent for non-Hispanic persons, and only 8 percent of Hispanics had completed 4 years of college or more as compared with 20 percent for non-Hispanics (table 5).

Educational differences also were evident among the Hispanic subgroups. For instance, only 42 percent of Mexican origin persons had completed high school while 63 percent of persons of Central or South American origin had achieved this educational level.

FIGURE 1

Educational Attainment of Persons of Spanish Origin 25 Years Old and Over: March 1985



There were 3.9 million families of Spanish origin in the United States in March 1985; 72 percent of these were married-couple families and 23 percent were families maintained by women with no husbands present.

Family composition varied markedly among the Hispanic groups. For example, about 16 percent of Cuban origin families were maintained by women with no husband present; in contrast, the corresponding pro-

Table 3. Persons of Spanish Origin, by Sex and Age: March 1985 CPS and 1980 Census

(For the United States. 1980 census data based on sample tabulations)

Age	March 1985 CPS			1980 census		
	Both sexes	Male	Female	Both sexes	Male	Female
Total.....(thousands)..	16,940	8,441	8,499	14,604	7,274	7,329
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years.....	10.7	10.9	10.4	11.3	11.6	11.0
5 to 9 years.....	10.1	10.4	9.8	10.5	10.8	10.2
10 to 14 years.....	9.7	9.9	9.5	10.2	10.4	10.0
15 to 19 years.....	9.1	9.4	9.0	11.0	11.4	10.7
20 to 24 years.....	10.5	11.4	9.6	10.8	11.2	10.5
25 to 29 years.....	10.0	9.7	10.3	9.5	9.6	9.3
30 to 34 years.....	8.2	8.5	8.0	7.9	7.9	8.0
35 to 44 years.....	12.6	12.3	12.9	10.8	10.5	11.1
45 to 54 years.....	8.1	7.9	8.3	8.1	7.8	8.5
55 to 64 years.....	6.1	5.6	6.7	5.2	4.9	5.6
65 years and over.....	4.8	4.2	5.5	4.6	4.0	5.2
18 years and over.....	64.0	63.0	65.0	61.4	60.4	62.4
21 years and over.....	58.3	57.4	59.2	54.7	53.4	56.0
Median age.....(years)..	25.0	24.2	25.8	23.2	22.6	23.9

Table 4. Median Age of All Persons and Persons of Spanish Origin, by Type of Origin: March 1985 CPS and 1980 Census

(For the United States. 1980 census data based on sample tabulations)

Origin	March 1985 CPS	1980 census
Total population.....	31.4	30.0
Total Spanish origin.....	25.0	23.2
Mexican.....	23.3	21.8
Puerto Rican.....	24.3	22.3
Cuban.....	39.1	37.5
Other Spanish[1].....	28.0	25.6
Not of Spanish origin[2].....	31.9	30.6

[1]Includes Central and South American and other Spanish origin.

[2]Includes persons who did not know or did not report on origin.

portion for Puerto Rican families was substantially higher at 44 percent (table 5).

In March 1985, approximately 7.4 million Spanish origin persons 16 years old and over were in the Nation's civilian labor force. There was no statistically significant difference between the labor force participation rates of the Hispanic and non-Hispanic populations, however, the unemployment rate was substantially higher for Hispanics than for non-Hispanics (11.3 percent and 7.4 percent, respectively). And there is some evidence that the unemployment rate of 14.3 percent for Puerto Ricans was the highest among the Spanish origin groups (table 6).

The money income level of Hispanic families lagged behind that for non-Hispanics: the median income in 1984 of Hispanic families was $18,800, compared with $27,000 for non-Hispanic families. Differences in the income level were particularly apparent among Hispanic families. For instance, the median income in 1984 of Puerto Rican families was about $12,400; in contrast, the median income was about $22,600 for Cuban families. Differences in educational levels, number of workers in the family, and family composition account for part of the differences noted among the Hispanic subgroups (table 6).

In 1984, the proportion of Hispanic families below the poverty level was more than double that of non-Hispanic families (25 percent versus 11 percent). Puerto Rican families had the highest poverty rate

FIGURE 2

Percent of All Families and Families of Spanish Origin Below the Poverty Level in 1984: March 1985

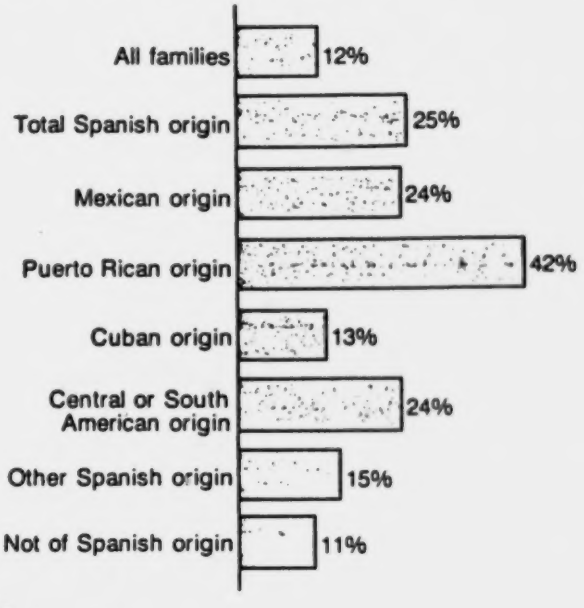


Table 5. Selected Social Characteristics of All Persons and Persons of Spanish Origin, by Type of Origin: March 1985

(For the United States)

Characteristic	Total population	Spanish origin						Not of Spanish origin[1]
		Total	Mexican	Puerto Rican	Cuban	Central or South American	Other Spanish	
AGE								
Total.....(thousands)..	234,066	16,940	10,269	2,562	1,036	1,722	1,350	217,126
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years.....	7.7	10.7	11.7	10.6	5.4	9.5	8.3	7.4
5 to 17 years.....	19.0	25.3	27.4	26.5	14.4	21.6	19.4	18.6
18 to 64 years.....	61.8	59.2	56.8	60.3	65.7	65.5	63.7	61.9
65 years and over.....	11.5	4.8	4.2	2.7	14.5	3.3	8.5	12.0
Median age.....(years)..	31.4	25.0	23.3	24.3	39.1	27.1	29.6	31.9
SEX								
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male.....	48.5	49.8	51.1	46.8	48.7	47.9	49.1	48.4
Female.....	51.5	50.2	48.9	53.2	51.3	52.1	50.9	51.6
MARITAL STATUS								
Total, 15 years and over(thous.)..	182,316	11,776	6,814	1,774	867	1,280	1,040	170,540
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Single (never married).....	26.2	31.2	31.0	37.5	19.7	32.7	29.9	25.8
Married.....	59.2	57.9	59.6	50.1	63.1	58.4	55.2	59.3
Widowed.....	7.4	4.7	4.0	4.2	8.8	3.8	7.5	7.6
Divorced.....	7.2	6.2	5.4	8.2	8.4	5.1	7.4	7.2
EDUCATION								
Total, 25 years and over(thous.)..	143,524	8,455	4,755	1,241	721	951	787	135,070
Percent completed--								
Less than 5 years of school.....	2.7	13.5	17.1	12.8	7.4	7.2	6.0	2.0
4 years of high school or more.....	73.9	47.9	41.9	46.3	51.1	62.6	66.1	75.5
4 years of college or more.....	19.4	8.5	5.5	7.0	13.7	15.5	15.3	20.1
Median school years completed.....	12.6	11.5	10.2	11.2	12.0	12.4	12.4	12.7
TYPE OF FAMILY								
All families.....(thous.)..	62,706	3,939	2,251	621	318	406	343	58,767
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Married-couple families.....	80.3	71.7	75.7	52.0	78.3	73.4	72.9	80.9
Female householder, no husband present..	16.2	23.0	18.6	44.0	16.0	21.9	21.3	15.7
Male householder, no wife present.....	3.6	5.3	5.8	4.0	5.7	4.7	5.5	3.4
SIZE OF FAMILY								
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Two persons.....	40.4	24.4	20.9	24.4	43.1	21.9	33.2	41.5
Three persons.....	23.6	24.1	22.0	27.1	25.2	29.6	24.5	23.6
Four persons.....	21.1	23.7	22.6	28.8	18.6	24.9	25.4	21.0
Five persons.....	9.4	14.0	15.7	12.7	9.1	13.8	9.9	9.1
Six persons.....	3.5	7.0	9.0	4.5	2.8	5.9	3.5	3.2
Seven or more persons.....	2.0	6.7	9.8	2.5	0.9	4.2	2.9	1.6
Mean number of persons.....	3.23	3.88	4.15	3.62	3.13	3.74	3.41	3.18

[1]Includes persons who did not know or did not report on origin.

(42 percent) among the Spanish origin groups. Poverty determination is based on money income and does not include the value of noncash benefits such as food stamps, Medicaid, and public housing (table 6).

Table 6. Selected Economic Characteristics of All Persons and Persons of Spanish Origin, by Type of Origin: March 1985

(For the United States)

Characteristic	Total population	Spanish origin						Not of Spanish origin[1]
		Total	Mexican	Puerto Rican	Cuban	Central or South American	Other Spanish	
LABOR FORCE STATUS								
Total, 16 years and over.....(thous.)..	178,587	11,466	6,625	1,721	851	1,248	1,021	167,121
In civilian labor force.....	114,256	7,362	4,427	882	557	853	643	106,894
Percent in civilian labor force.....	64.0	64.2	66.8	51.2	65.5	68.3	63.0	64.0
Percent unemployed.....	7.6	11.3	11.9	14.3	6.8	11.0	7.1	7.4
Males, 16 years and over.....(thous.)..	85,132	5,643	3,402	754	413	587	486	79,489
In civilian labor force.....	63,365	4,427	2,773	504	308	483	358	58,938
Percent in civilian labor force.....	74.4	78.5	81.5	66.9	74.6	82.3	73.7	74.1
Percent unemployed.....	7.8	11.8	12.5	15.0	6.9	9.3	8.9	7.5
Females, 16 years and over.....(thous.)..	93,455	5,823	3,223	967	438	661	534	87,632
In civilian labor force.....	50,891	2,935	1,654	378	249	370	284	47,956
Percent in civilian labor force.....	54.5	50.4	51.3	39.0	56.9	55.9	53.2	54.7
Percent unemployed.....	7.4	10.5	10.9	13.3	6.6	13.2	4.9	7.2
OCCUPATION								
Employed males, 16 years and over.....(thous.)..	58,430	3,906	2,426	429	287	438	326	54,524
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Managerial and professional specialty.....	25.2	11.6	8.6	12.5	19.1	15.7	20.5	26.2
Technical, sales, and administrative support.	19.8	14.6	12.3	21.6	16.9	16.9	18.3	20.2
Service occupations.....	9.9	14.9	14.1	19.9	9.7	18.7	13.7	9.5
Farming, forestry, and fishing.....	4.3	6.0	8.7	0.8	0.6	2.0	2.6	4.2
Precision production, craft, and repair.....	20.3	23.3	24.8	17.4	27.8	19.9	20.3	20.1
Operators, fabricators, and laborers.....	20.5	29.6	31.6	27.8	25.9	26.9	24.6	19.8
Employed females, 16 years and over.....(thous.)..	47,120	2,625	1,474	327	233	321	270	44,495
Percent.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Managerial and professional specialty.....	23.7	12.6	11.2	14.3	14.1	13.4	15.9	24.4
Technical, sales, and administrative support.	45.7	42.7	43.5	42.1	42.4	36.4	46.9	45.9
Service occupations.....	18.1	22.3	22.4	22.8	16.0	26.0	22.0	17.9
Farming, forestry, and fishing.....	1.0	1.3	2.1	0.6	-	0.6	-	1.0
Precision production, craft, and repair.....	2.3	3.5	3.8	2.2	5.1	2.8	2.7	2.3
Operators, fabricators, and laborers.....	9.1	17.7	17.1	17.9	22.5	20.9	12.5	8.6
FAMILY INCOME IN 1984								
Median income.....(dollars)..	26,433	18,833	19,184	12,371	22,587	19,785	23,470	26,951
BELOW POVERTY LEVEL IN 1984								
Families.....(thous.)..	7,277	991	541	260	41	96	32	6,286
Percent below poverty level[2].....	11.6	25.2	24.1	41.9	12.9	23.6	15.2	10.7
Family householder--								
65 years old and over:								
Number.....	713	58	33	3	14	3	6	655
Percent.....	7.3	19.4	19.2	(B)	(B)	(B)	(B)	6.9
Not a high school graduate:[3]								
Number.....	3,229	633	367	163	25	54	24	2,596
Percent.....	20.6	32.5	29.8	52.6	17.0	36.2	22.0	18.9
Female, husband absent:								
Number.....	3,498	483	183	203	22	42	33	3,014
Percent.....	34.5	53.4	43.8	74.4	(B)	47.2	(B)	32.7
Unrelated Individuals:								
Number.....	6,609	545	297	138	29	49	31	6,065
Percent.....	21.8	36.8	39.0	49.1	31.2	29.2	17.4	21.1

B Base less than 75,000.
- Represents zero or rounds to zero.

[1] Includes persons who did not know or did not report on origin.
[2] Percent of all families of specified origin.
[3] Householder 25 years old and over.

COMPARABILITY BETWEEN THE CPS AND THE 1980 CENSUS

The 1980 census data on the characteristics of persons of Spanish origin may differ somewhat with those from the Current Population Survey (CPS) because of differences in the collecting and processing procedures of these two statistical collecting systems. For example, the 1980 census used self-enumeration, whereas the CPS is conducted by direct interview, much of it by telephone. While a general ethnic question is used to collect information on the Spanish origin population in the CPS, a direct question on Spanish origin was used in the 1980 census. Also, the CPS Spanish origin estimates represent the civilian noninstitutional population, whereas Spanish origin data from the 1980 census represent the total resident population.

RELIABILITY OF ESTIMATES

In addition, since the CPS estimates are based on a sample, they may differ somewhat from the figures that would have been obtained if a complete census had been taken using the same schedules, instructions, and enumerators. There are two types of errors possible in an estimate based on a sample survey: sampling and nonsampling. The standard errors primarily indicate the magnitude of the sampling error. They also partially measure the effect of some nonsampling errors in response and enumeration, but do not measure any systematic biases in the data. The full extent of nonsampling error is unknown. Standard errors are primarily measures of sampling variability, that is, of the variation that occurred by chance because a sample rather than the entire population was surveyed. The sample estimate and its estimated standard error enable one to construct confidence intervals, or ranges that would include the average result of all possible samples with a known probability. Additional data and more detailed information on the reliability of the estimates will be included in the forthcoming final Current Population Report, *Persons of Spanish Origin in the United States: March 1985.*

*U.S. GOVERNMENT PRINTING OFFICE: 1985-491-060:40018

NEEDS RATIONALE RESOURCES

The following is a compilation of selected statistics and citations from the research being done into the issue of limited-English proficient individuals and employment. The quotations are listed by item number for easier reference. As each item might be used to support a variety of arguments, the order is not structured in any particular order. The bibliographic information is included at the end.

Suggested Uses:

1. Selected citations could be used to support service plans and/or requests for funding.

2. These sources can be consulted for additional information.

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Item 1

THE NATIONAL COMMISSION FOR EMPLOYMENT POLICY

"In brief, the commission found that:

- Hispanic-Americans (Mexicans, Cubans, Puerto Ricans and Central or South Americans) fare worse in the labor market than the non-Hispanic white population.

- These several Hispanic-American groups differ in the type and severity of the problems they experience. Many of these differences are due to their particular geographic distribution across the United States.

- A lack of fluency in English is the major source of the labor market difficulties of all subgroups. It directly affects their labor market position, their educational attainment, and is one facet of labor market discrimination.

- A low level of education is the second major reason for Hispanics' poor labor market experience.

- Discrimination in the labor market further contributes to their weak position." (page 2)

****
Item 2

Jeanne Lopez-Valadez, IMMIGRANT WORKERS AND THE AMERICAN WORKPLACE: THE ROLE OF VOC ED

"The shift in the American economy from heavy industry and to technology has reduced the absorption of recent immigrants. Employers now require higher levels of education, training, and communication skills. With the exception of some refugees, foreign-born workers have not been officially targeted as a priority group for vocational skills programs. Therefore, most service providers have emphasized programs that have helped adult immigrants learn survival English and acquire citizenship, which though laudable, have not adequately prepared immigrants for the American workplace." (page x)

****
Item 3

Dale Rezabek, HORIZON: AN OVERVIEW OF VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING SERVICES FOR LIMITED-ENGLISH PROFICIENT PERSONS IN CALIFORNIA

"... [Asians and Hispanics] often face higher unemployment, higher incidence of poverty, have lower-skill jobs, and experience greater dependence upon social programs than non-minority persons. The economic costs of these trends in lost productivity and expenditure of tax dollars are high now and are likely to increase. The social and human costs, though less measurable, negatively impact the individuals involved as well as society as a whole." (page 25)

****
Item 4

Ross Stolzenberg, OCCUPATIONAL DIFFERENCES BETWEEN HISPANICS AND NON-HISPANICS

"... the effect of English language ability seems to have an extraordinarily powerful effect on the pay levels of Hispanic men's occupations...." (page 42)

****
Item 5

Thomas Muller, THE FOURTH WAVE: CALIFORNIA'S NEWEST IMMIGRANTS

"Of all immigrant groups, Mexicans have the least education. The vast majority (72 percent) of adult Mexican immigrants entering Southern California during the 1970's had an eighth-grade education or less and few (only about 2 percent) had a college degree or better. These education levels closely reflect the education levels in Mexico." (page 7)

****
Item 6

Arturo Vargas, ILLITERACY IN THE HISPANIC COMMUNITY

"The English Language Proficiency Survey (ELPS) determined that while 13% of the population 20 years of age and older was illiterate, 48% of adults whose native language was other than English were illiterate." (page 7)

****
Item 7

Vargas

"High illiteracy rates among Hispanics have serious implications for the economic well-being of the nation. Employers in communities with large Hispanic populations may find themselves hard-pressed to find adequately prepared workers." (page 9)

****
Item 8

Greg Johnson, "Managing in a Hispanic Environment," INDUSTRY WEEK, January 25, 1982

"Employers will have to be prepared to deal with language difficulties--perhaps by providing courses in "occupational" English--and to overcome skill deficiencies as the number of Hispanics on the payroll increases." (page 31)

****
Item 9

Kevin F. McCarthy and R. Burciaga Valdez
CURRENT AND FUTURE EFFECTS OF MEXICAN IMMIGRATION IN CALIFORNIA

"The future occupational structure of California . . .may slow down the traditional cross-generation occupational transition process. Specifically, this structure is projected to grow very rapidly at the top, substantially at the bottom, but only modestly in the mid-level craft and semi-skilled positions that have traditionally been critical to the occupational mobility of the first generation native-born. Since many jobs in the rapidly growing white collar sector require skills and qualifications that are usually beyond the reach of either immigrants or the first-generation native-born, these economic changes could slow the occupational mobility of the latter." (page 37)

****
Item 10

Literacy 85 (Minnesota), ESL/EMPLOYMENT SURVEY

"A major overall point which the survey made clear was that, as much as the oral English language skills of Indochinese is the major stumbling block for these employees on the job, many of the difficulties among Indochinese are in the larger area of communication, including cultural aspects as well as specific language skills. Difficulties involving some of the common conventions of the American workplace and communicative behavioral styles came up during the survey as frequently as oral language skill problems." (page 4)

****
Item 11

Literacy 85

"The most frequent single complaint of employers was that Indochinese employees failed to indicate to supervisors when they did not understand oral explanations or indicated they did understand when they did not." (page 5)

****
Item 12

Literacy 85

"Beyond pay raises, promotion for many Indochinese is just not a possibility at the surveyed companies because of oral language skills." (page 7)

****
Item 13

John Latkiewicz, INDUSTRY'S REACTIONS TO THE INDOCHINESE

"As one might expect, language proficiency was a major concern for employers. . . . Eighty-three of the ninety-five respondents mentioned language as major barrier to employment." (page 73)

Item 14

EMPLOYERS' ADVICE TO REFUGEES

CHART 25

"What advice would you give Southeast Asian refugees trying to find employment in Orange County?"

	Number of Responses
Learn English	26
Learn American customs	11
Seek additional training	9
Speak up, have confidence	6
Avoid being too aggressive	3
Be accurate on application	2
Be persistent in seeking job	2
Seek out non-discrimination	1
No advice	3

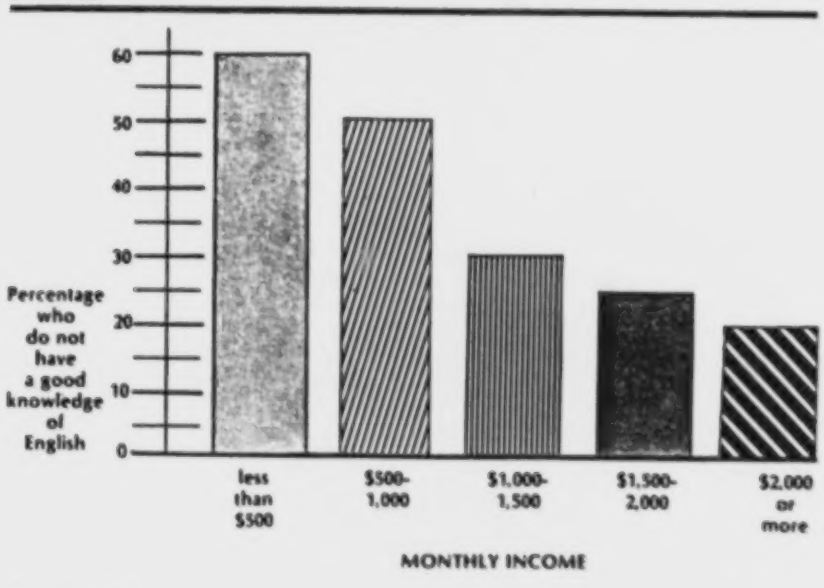
(page 44)

Item 15

52 **Education**

INABILITY TO COMMUNICATE IN ENGLISH AS RELATED TO MONTHLY INCOME

CHART 28



(page 52)

Immigrant and Refugee Planning Center, Patterns of Adjustment: A Second Look at Indochinese Resettlement in Orange County. 1984.

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Item 16

PROBLEMS IN HIRING REFUGEES

CHART 22

"In your experience, what are some of the problems in hiring Southeast Asian refugees? What are some of the bad things about hiring refugees?"

Again, based on conversations with other industry representatives and on what you have heard and read, what do you perceive to be some of the problems in hiring Southeast Asian refugees? What are some of the bad things about hiring refugees?"

	Hiring Refugees Total Number 36	Not Hiring Refugees Total Number 15
Communication	23	9
Culture, clannish	6	2
Hygiene	2	
Not honest, forthright	1	
Food odors	1	
Similar names	1	
Hiring their relatives	1	
Lack of job skills		1
Health		1
Physical incapabilities		2
Race is not a factor	4	
Large company, not able to generalize	1	
No problems, general positive	3	

(page 42)

Immigrant and Refugee Planning Center, Patterns of Adjustment: A Second Look at Indochinese Resettlement in Orange County. 1984.

SOURCES

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SECTION B

KINDS OF VESL

- GENERAL VESL--Instruction in the linguistic and cultural competencies for getting a job, keeping a job, and advancing on a job. The competencies are cross-vocational, applying to several or all occupations. Topics include job applications, interviews, transportation, want ads, and on-the-job communication (following directions, clarifying instructions). General VESL includes pre vocational ESL.

- OCCUPATIONAL CLUSTER VESL--Instruction in the linguistic and cultural competencies common to a group of occupations. Occupations may be grouped by industryu, common communication needs or technical/basic skill needs. Public contact occupations and health occupations would be two examples of clusters.

- OCCUPATION-SPECIFIC--Instruction in the linguistic and cultural competencies necessary in a specific occupation, such as auto mechjanics or electronic technician. The competencies may includethose necessary for succeeding in a training class, getting a job, and/or functioning on a job.

These definitions are adapted from Approaches to Employment Related Training for Adults who are Limited-English Proficient and the Vocational English Language Training Resource Package.

FOUR APPROACHES TO EMPLOYMENT-RELATED TRAINING FOR LEP ADULTS

- ESL PROGRAM APPROACH

  The training consists of language instruction focused on employment. This approach can be instituted in an adult education program or a community-based organization. Students generally have diverse backgrounds and needs, so the content, although employment-focused, is usually generally applicable.

- VOCATIONAL PROGRAM APPROACH

  The training offers closely coordinated instruction in vocational skills and specifically related English. Students may be placed in regular vocational classes with native speakers of English or in separate skill classes set up for LEP adults. This approach requires a close working relationship between vocational and ESL staffs.

- WORK EXPERIENCE APPROACH

  The training combines experience in a place of employment and in a classroom. The student is placed in a workplace to obtain on-the-job experience and continues to receive more concentrated occupation-specific ESL and vocational instruction in the classroom.

- WORKPLACE APPROACH

  Training is directed at the LEP employee within a company or group of companies in the same industry. This training is intended to help them adjust to working in an English-speaking setting and to make them more productive employees. Training for supervisory or managerial staff in how to improve communication with LEP employees may also be included.

Adapted from Kremer, N. (ed.). 1983. Approaches to Employment Related Training for Adults Who are Limited-English Proficient, pp. 13-14.

MATCHING KINDS OF VESL AND APPROACHES

While any kind of VESL could be used in the structure of any of the approaches, there are some natural matches of type of VESL to approach.

APPROACH	KIND OF VESL
ESL PROGRAM	GENERAL OCCUPATIONAL CLUSTER
VOCATIONAL PROGRAM	OCCUPATIONAL CLUSTER OCCUPATIONAL SPECIFIC
WORK EXPERIENCE	OCCUPATIONAL CLUSTER OCCUPATIONAL SPECIFIC
WORKPLACE	OCCUPATIONAL CLUSTER OCCUPATIONAL SPECIFIC

FOCUS QUESTIONS

	ESL PROGRAM	VOC PROGRAM	WORK EXPERIENCE	WORK-PLACE
WHERE DOES THE TRAINING TAKE PLACE?				
WHAT IS THE INTAKE PROCESS?				
HOW MANY CLASSES DOES THE STUDENT TAKE?				
WHAT IS THE COMPETENCY FOR THE LESSON?				
WHAT PERSONNEL OTHER THAN THE LANGUAGE INSTRUCTOR ARE INVOLVED?				
WHAT IS THE GOAL OF THE APPROACH?				

VESL APPROACHES

Needs Assessment Follow-up: Own Agency

DIRECTIONS: If the item described is a characteristic of your agency, then place an "X" beside it in the column labeled "My Agency."

CHARACTERISTIC	MY AGENCY
1. Multi-level ESL only	
2. Leveled ESL classes	
3. Short-term vocational training programs	
4. ESL and vocational classes at the same site	
5. Vocational programs include LEP (limited-English proficient) students	
6. Vocational programs aimed at LEP students only	
7. Vocational guidance	
8. Job placement	
9. Classes offered in conjunction with other agencies or in facilities not owned or rented by agency	
10. Linkages between educational agencies and employers	
11. Industries with significant numbers of LEP employees	

INSTRUMENTS FOR ASSESSING ENGLISH LANGUAGE PROFICIENCY (continued)

TEST	PUBLISHER	SKILL	LEVEL*
THE JOHN TEST	Language Innovations, Inc.	Listening, Speaking	A,B
LISTENING COMPREHENSION PICTURE TEST	Newbury House	Listening	A,B
LISTENING COMPREHENSION WRITING TEST	Newbury House	Listening, Writing	A,B
SLEP (Secondary Level English Proficiency Test)	Educational Testing Services	Listening, Reading	B,C
STEL (Structure Tests English Language)	Newbury House	Grammar	
BEGINNING			A
INTERMEDIATE			B
ADVANCED			C

B-7

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*LEVEL:
A = Beginning level ESL
B = Intermediate level ESL
C = Advanced level ESL

Adapted from list prepared by Peggy Doherty, San Francisco Community College Centers

INSTRUMENTS FOR ASSESSING ENGLISH LANGUAGE PROFICIENCY

NOTE: This list can be used to select tests. No one test is recommended. Each program must consider its own needs and resources.

TEST	PUBLISHER	SKILL	LEVEL*
BVOPT (Bilingual Vocational Oral Proficiency Test)	Melton/Peninsula	Listening, Speaking	---
BEST (Basic English Skills Test)	Center for Applied Linguistics/ Office of Refugee Resettlement		
CORE		Listening, Speaking Reading, Writing	A,B
LITERACY		Reading, Writing	A,B
CASAS Life Skills Survey Achievement Test	CASAS (Comprehensive Adult Student Assessment System)	Reading	A,B,C
CASAS Pre-Vocational Test	CASAS	Reading, Listening	A,B,C
CELT (Comprehensive English Language Test)	McGraw-Hill	Listening, Grammar Vocabulary	C
ELSA (English Language Skills Assessment)	Newbury House	Reading, Grammar	
BEGINNING			A
INTERMEDIATE			B
ADVANCED			C
ILYIN ORAL INTERVIEW	Newbury House	Listening, Speaking	A,B

SECTION C

BEST COPY AVAILABLE

FIGURE 1
Primary Sources of Vocational Education/Training and Related Instruction for Limited English Proficient Persons

Funding Source	State Administration Agency	Local Program Agency	LEP Priority		State Technical Assistance Emphasis		Legislative Funding Section	** Amount in Millions of Dollars
			High	Low	Program	Compliance		
Adult Basic Education Act, P.L. 95-138 (1)	SDE	LEAs CBOs	X		X		306 310	6.0 1.2 (84-85)
Refugee Assistance Funds (2)	SDSS	CBOs MAAs LEAs	X			X	Employment Service Contracts Targeted Assistance Title XX (Refugee-15%)	11.2 23.1 24.0 3.2 (Period varies)
Vocational Education Act 1984 P.L. 98-524 (3)	SDE CDCCC	(II-A) LEAs (II-B) LEAs CBOs IHEs		X	X		II-A (57%) II-B (43%) III-A III-C FED—BVT	31.6 23.9 No $ yet No $ yet 3.7 (85-86)
Job Training Partnership Act P.L. 97-300 (4)	EDD /JTPO SDE CDCCC	SDAs LEAs CBOs		X		X	II-A (78%) 8% 6% 5% 11.8 Fed-MIG	158.6 16.0 12.0 10.0 75.3 11.0 (85-86)
State Apportionment Adult (5) State Apportionment Vocational (5)	SDE CDCCC	LEA-Adult LEA-CCC Grades 9-14						179.0 55.0 896.0 (83-84)

** NOTE: This overview of the various methods of delivery is to provide an impression of the size and diversity of funding sources. We don't intend this to be a systematic accounting of these funds. Such an accounting is problematic, given that these data are various planning estimates, preliminary reports or final reports, and are available only from different sources using different systems and time frames of data collection and reporting.

Allocation Method	Activities Funded	Expenditure Provisions: Full Cost	Supplemental Cost	Match Required
Formula RFP	instruction — basic education below high school, ESL staff development, curriculum development, assessment	X	X	
County plan, state RFP County plan, county RFP Formula	Vocational training, ESL, VESL, counseling and other support services Vocational training, ESL, VESL, counseling, and other support services Employment services are optional, emphasis on on personal services	X X	X	
Formula — 22% disadvantaged, 3% of 22% to LEP SDE — largely RFB COCCC — largely formula, some RFP Undecided Undecided Federal-RFP	Vocational instructional and special support services, counseling and guidance Program improvement (curriculum, staff development, technical assistance, research Pre-vocational training and other special support services in CBOs Vocational retraining and support services Bilingual vocational training, staff training research	X X X		X X
Formula 50% formula 30% RFP 20% Admin and RFP Formula RFP ($738,000) Mostly administrative RFP ($650,000) Formula Federal RFP	Vocational training and support activities 80% — vocational training 20% — state coordination/linkage Incentive grants Technical assistance for incentive grantees Special projects Youth Employment Services Vocational training and support services for migrants	X X X X X X X X		X X
ADA ADA ADA	Amount expended in 1984-85 for ABE and ESL Amount expended for ESL only, 1984-85 Amount expended in 1983-84 for vocational education, grades 9-14	X X X		

KEY TO ABBREVIATIONS

SDE State Department of Education
SDSS State Department of Social Services
CDCCC Chancellor's Office of the California Community Colleges
EDD Employment Development Department
JTPO Job Training Partnership Office
LEAs Local Education Agencies
CBOs Community-Based Organizations
MAAs Mutual Assistance Associations
IHE Institutions of Higher Education
SDA Service Delivery Areas (JTPA PICs)
FED-BVT Federal Bilingual Vocational Training Program (Vocational Education Act)
FED-MIG Federal Employment Training for Migrant Workers (JTPA)
RFP Request for Proposal
RFB Request for Bid
ADA Average Daily Attendance
ESL English as a Second Language
VESL Vocational English as a Second Language
ABE Adult Basic Education

SOURCES

(1) California State Department of Education, 1985a, 1984a, 1983 staff interviews
(2) California Department of Social Services, 1985, 1984a, 1984b staff interviews
(3) California State Department of Education, 1984a, 1985c staff interviews
California State Department of Education and Chancellor's Office, California Community Colleges, 1985a, 1985b
Chancellor's Office, California Community Colleges, 1985, 1984; April 2-3, 1982; April 12-13, 1984 staff interviews
(4) California State Job Training Coordinating Council, 1985; Appendix, April 11, 1985 staff interviews
California State Department of Education, staff interviews
Chancellor's Office, California Community Colleges, staff interviews
(5) California State Department of Education and Chancellor's Office, California Community Colleges, 1985a
California State Department of Education, staff interviews
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SECTION D

CLASSROOM IMPLEMENTATION

This section developed by:

K. Lynn Savage

Piper McNulty

Dianne Walker

ASSUMPTIONS ABOUT LANGUAGE INSTRUCTION IN VESL PROGRAMS

- Instruction is focused on what students need to learn in order to function effectively in the job market.

- Teachers promote student mastery of specific measurable performance objectives.

- Instruction helps students to develop communicative competence in a variety of work-related situations that may be defined in terms of:

  -- Settings (e.g., on the assembly line);

  -- Roles (e.g., subordinate to superior);

  -- Topics (e.g., defective work or safety); and

  -- Functions (e.g., clarifying, apologizing).

Adapted from GAIN Educational Services Manual: Section VIII, ESL and VESL, pp. 12-13.

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  Training is directed at the LEP employee within a company or group of companies in the same industry. This training is intended to help them adjust to working in an English-speaking setting and to make them more productive employees. Training for supervisory or managerial staff in how to improve communication with LEP employees may also be included.

Adapted from Kremer, N. (ed.). 1983. Approaches to Employment Related Training for Adults Who are Limited-English Proficient, pp. 13-14.

CLASSROOM PRACTICES

- Task-related activities which encourage the students to use language in order to accomplish something.

  -- TPR (Total Physical Response)
  Students respond with actions to commands.

  -- Work simulation activities
  Students perform actual real-life tasks.

  -- Contact assignments
  Students perform assignments outside the classroom.

- Interactive activities provide opportunities for the instructor to observe the students communicating in English in order to determine the cultural appropriateness of the students' interactions.

  -- Role-playing
  Students act out parts in communicative situations.

  -- Values clarification
  Students compare the values of their native culture with those of the target culture.

  -- Problem-solving
  Students identify problems, discuss reactions, possible solutions and consequences.

CLASSROOM MANAGEMENT STRATEGIES

- Grouping strategies

  -- Individualized instruction
  -- Pair practice or dyads
  -- Peer instruction
  -- Tutoring
  -- Small group work
  -- Whole class activities

- Variety in materials

  -- For aural learners
  - Records

  -- For visual learners
  - Textbooks
  - Picture cards
  - Transparencies
  - Films/videos
  - Slides

  -- For kinesthetic learners
  - Realia (actual objects)

  -- For oral learners
  - Tape recorders

Adapted from GAIN Educational Services Manual: Section VIII: ESL and VESL, p. 16-18.

GUIDELINES FOR SELECTING AND USING MATERIALS

- Do the materials include work with communication skills at the workplace (e.g., clarifying, checking back, initiating) and not just occupation-specific language?

- Is the content relevant to the students' goals in the GAIN program, i.e., employment focused and, when appropriate, job specific?

- Is the language realistic/natural?

- Is the language level appropriate, given both the students' proficiency level and the proficiency required for the types of jobs the students seek?

- Are the activities student-centered?

Adapted from GAIN Educational Services Manual: Section VIII: ESL and VESL.

CLASSROOM PRACTICES	A C T I V I T I E S		CLASSROOM MANAGEMENT
APPROACH	TASK-RELATED	INTERACTIVE	STRATEGIES
ESL PROGRAM	• English for Your First Job* • English That Works* • It´s Up to You!* • Let´s Work Safely* • Shifting Gears • Speaking Up at Work* • The Working Culture* • Worksight*	• English That Works* • Let´s Work Safely • May I Help You? • Speaking Up At Work* • The Working Culture* • Worksight	• English for Your First Job • English That Works* • It´s Up to You!* • Let´s Work Safely • Shifting Gears • Speaking Up at Work* • The Working Culture* • Worksight*
VOCATIONAL TRAINING PROGRAM	• Let´s Work Safely* • May I Help You?* • Occupation-specific ESL* • Tele-VESL*	• Let´s Work Safely • May I Help You?* • The Working Culture* • Worksight	• Let´s Work Safely • May I Help You?* • Occupation-specific ESL* • Tele-VESL* • Worksight*
WORK EXPERIENCE PROGRAM	• Let´s Work Safely* • May I Help You?* • Occupation-specific ESL* • Speaking Up At Work • Tele-VESL*	• Let´s Work Safely • May I Help You?* • The Working Culture* • Worksight	• Let´s Work Safely • May I Help You?* • Occupation-specific ESL* • Tele-VESL* • Worksight

*VERY STRONG

Source. Mrowicki, L. 1984. Let's Work Safely, English Language Skills for Safety in the Workplace. Palatine, IL: Linmore Publishing, Inc.

LESSON EIGHT: LIFT! MOVE! STACK!

LISTEN.

Marta's supervisor is talking to her.

Supervisor: Marta, the cleaning supplies are here. Please move them to the storeroom and stack the boxes.

Marta: OK.

Supervisor: No, don't lift the box that way! You'll hurt your back. Bend your knees. Pick each box up slowly and carefully.

Marta: Like this?

Supervisor: Yes. Now that one's too heavy. Don't carry it. Get a hand truck. And be careful.

Marta: OK.

CHECK YOUR UNDERSTANDING.

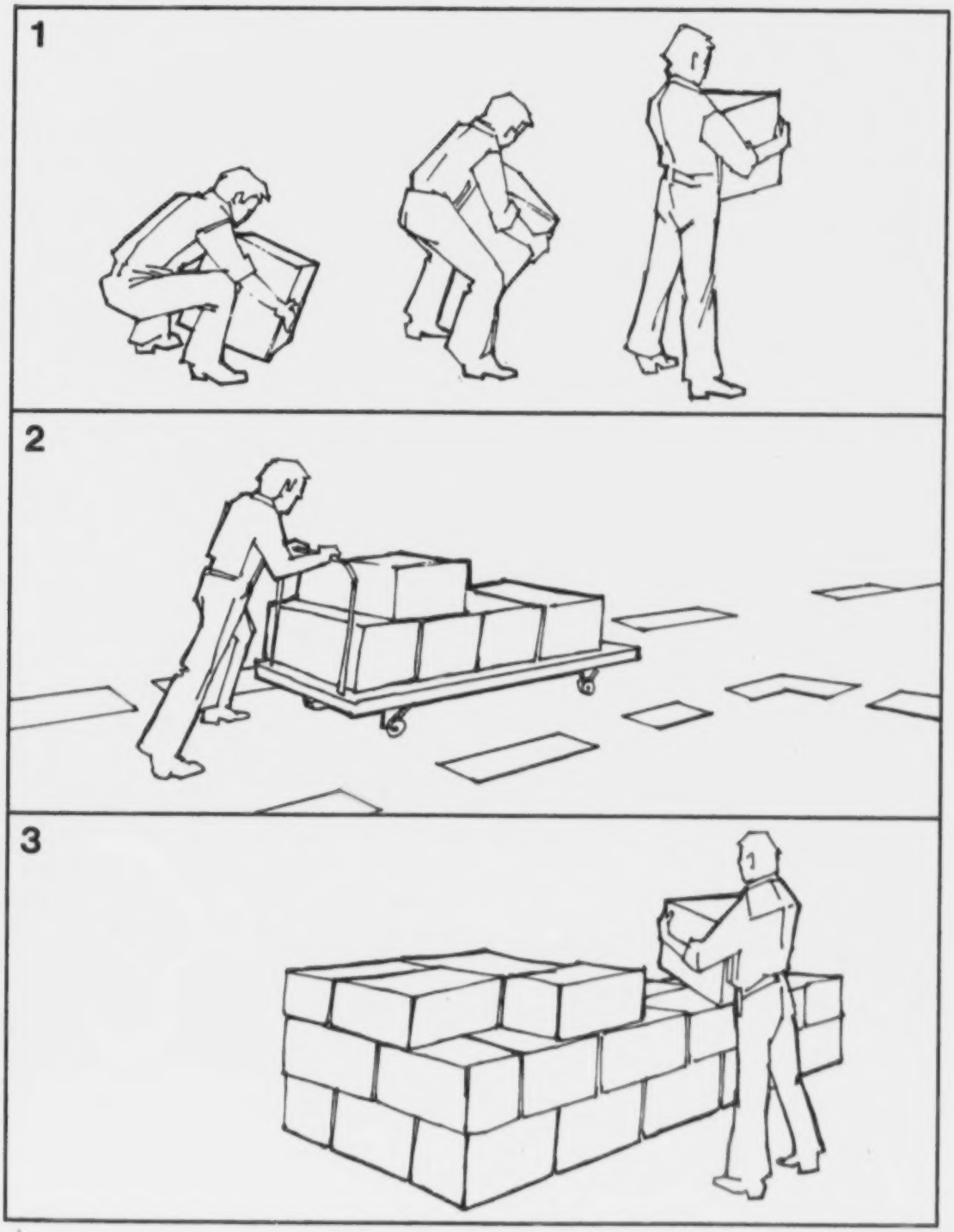
1.	Marta has to move the cleaning supplies.	RIGHT	WRONG
2.	Marta could hurt her back.	RIGHT	WRONG
3.	Marta needs a forklift truck.	RIGHT	WRONG
4.	The supervisor should move the boxes.	RIGHT	WRONG

Source. Mrowicki, L. 1984. Let's Work Safely, English Language Skills for Safety in the Workplace. Palatine, IL: Linmore Publishing, Inc.

PRACTICE.

Follow the instructions your teacher gives you.

Look at the pictures.
Give instructions to lift, move, and stack to your partner.



Source. Mrowicki, L. 1984. Let's Work Safely, English Language Skills for Safety in the Workplace. Palatine, IL: Linmore Publishing, Inc.

DEMO #1
HANDOUT #3

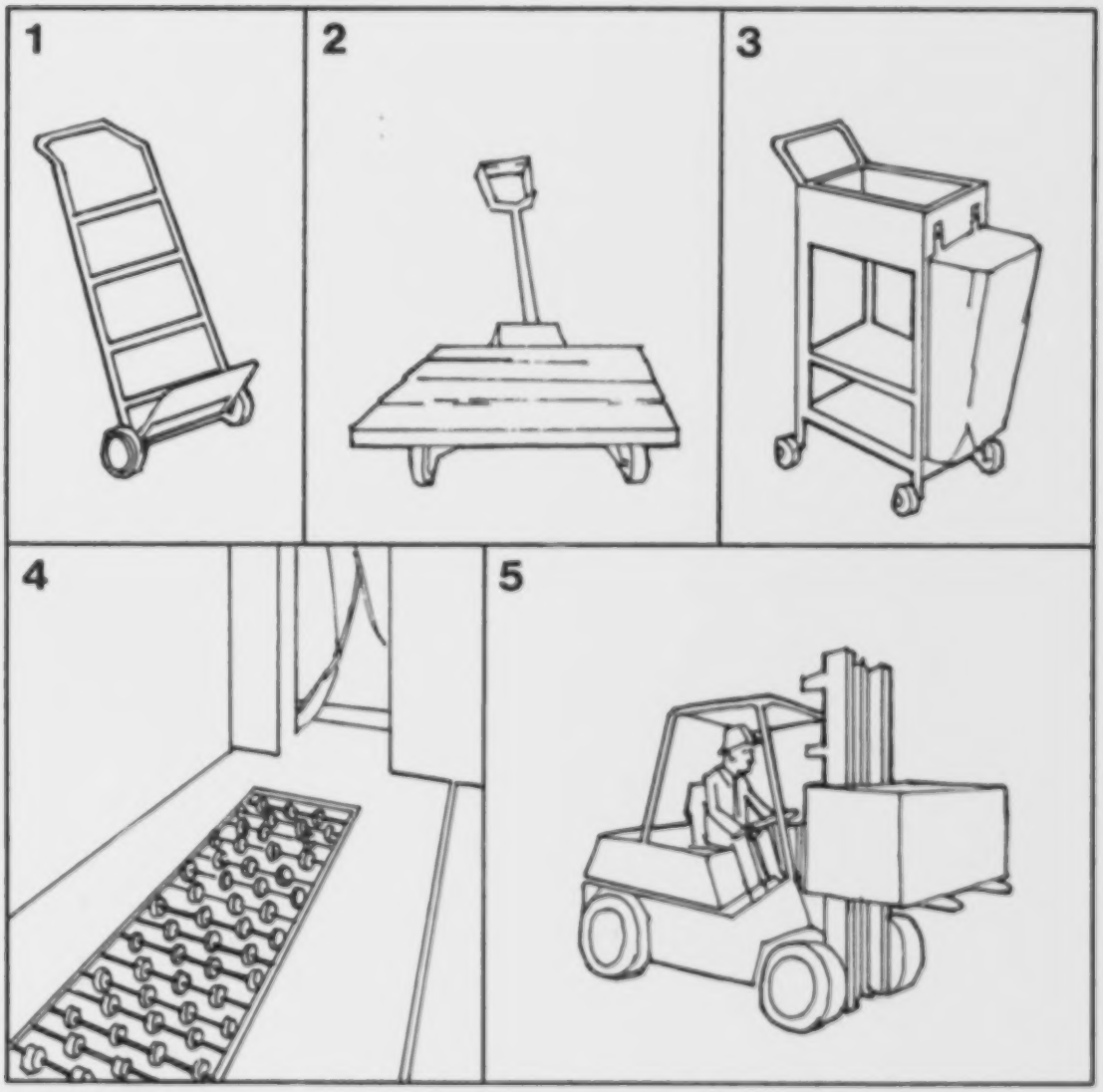
PRACTICE.

Look at the pictures. Practice the names.

Practice the conversations with your partner.
Practice conversations using the pictures below.

Supervisor: That's heavy. Get a hand-truck.
Worker: A hand-truck. OK.

Worker A: Be careful. Maybe you should use a hand-truck.
Worker B: OK.

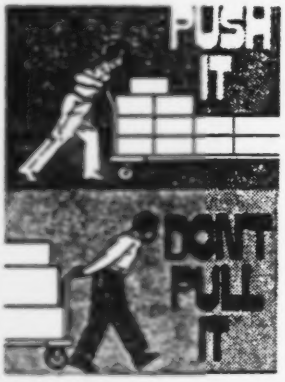


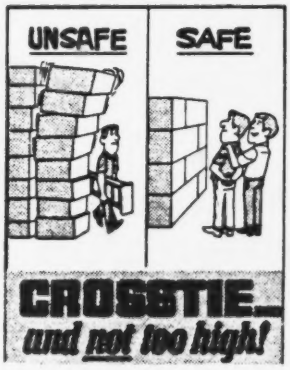
Source. Mrowicki, L. 1984. Let's Work Safely, English Language Skills for the Workplace. Palatine, IL: Linmore Publishing, Inc.

DEMO #1
HANDOUT #4

READ THE SAFETY POSTERS.

Circle the worker who is working safely.
Put an X on the worker who is not working safely.





READ ABOUT SAFETY.

Each year more than 500,000 workers are injured because they do not lift, move, or stack materials properly.

Here are some rules for proper lifting, moving, and stacking.

LIFTING:

1. Do NOT lift a heavy object by yourself. Get someone to help or use a mechanical aid.
2. Lift with your legs – NOT with your back.

MOVING:

1. It is better to push a load than to pull it.

STACKING:

1. Use a good, strong ladder.
2. Set the ladder properly.
3. Climb slowly and carefully.
4. Cross-tie when possible.

CHECK YOUR UNDERSTANDING.

1. Always lift things by yourself.	RIGHT	WRONG
2. It is safer to push than to pull a load.	RIGHT	WRONG
3. Climb a ladder carefully.	RIGHT	WRONG

Source. Mrowicki, L. 1984. Let's Work Safely, English Language Skills for the Workplace. Palatine, IL: Linmore Publishing, Inc.

ROLE-PLAY.

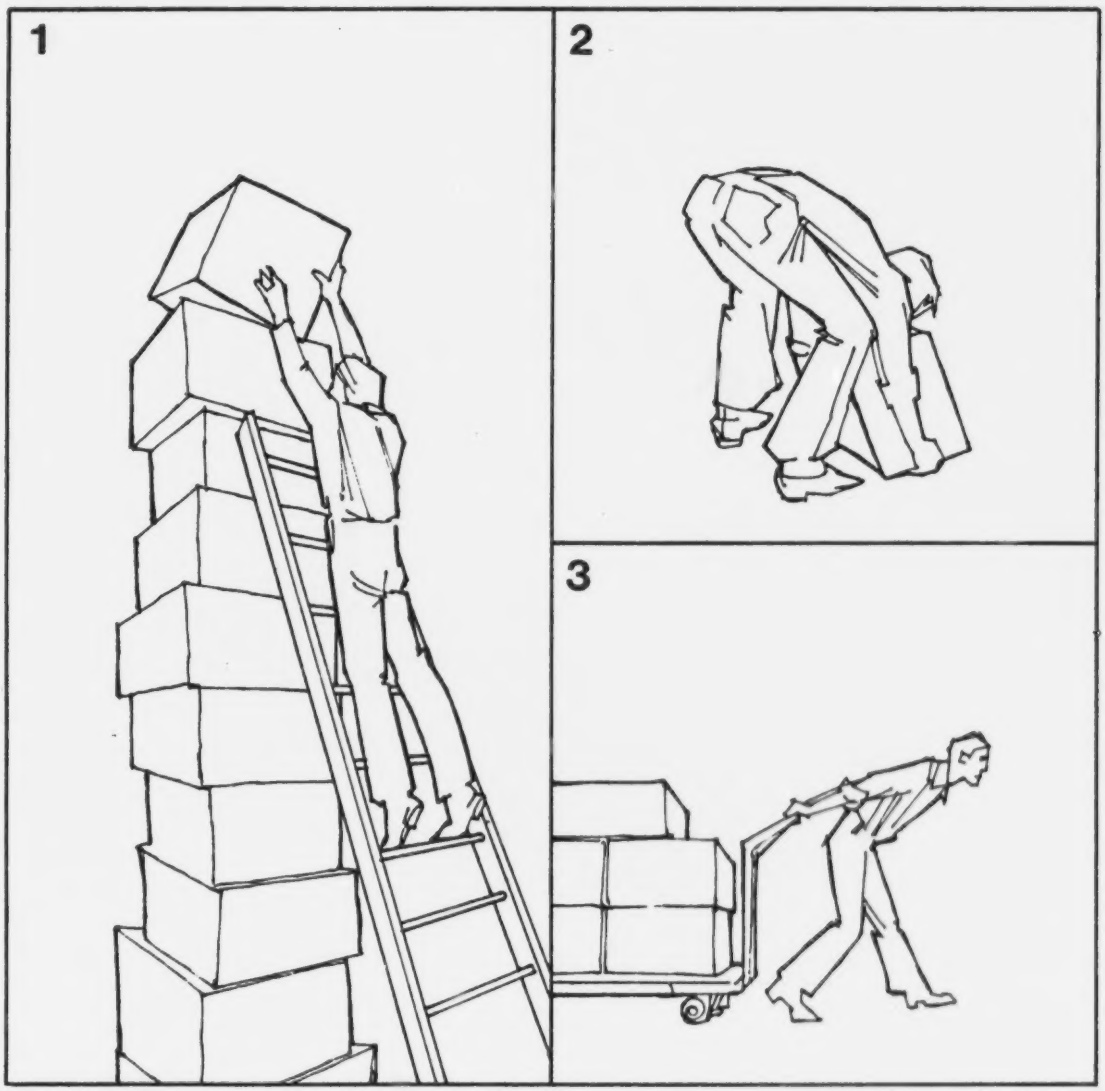
Look at the pictures. What is unsafe? Circle the problem.
Read your role. Close your book. Role-play with your partner.

A

You are a worker. Your partner is the worker in the picture. You tell you partner what he or she is doing wrong, and explain the safe way to lift, move or stack.

B

You are the worker in the picture. You listen to your partner's instruction. Thank your partner.



FOLLOW-UP.

Visit a workplace or shop class. What do people lift, move and stack? What mechanical aids are available?

Source. Hemphill, D., et al. 1985, The Working Culture: Cross-Cultural Vocational Counseling for New Americans. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, Cal State, Long Beach

DEMO #2
OHP #1
Handout #1

CATEGORY I: WORK IN AMERICA
Topic H: Problems in the Workplace and How to Solve Them

STUDENT HANDOUT

In this lesson you will learn about:

1) common problems that workers have
2) common problems that employers have
3) how you can solve some of these problems

ACTIVITY ONE: Problems of Workers

What problems have you had <u>at work</u> in your country or in the USA? What <u>work problems</u> have you heard about? In the space below, write a list of these problems. Your classmates and your teacher can help.

1.

2.

3.

4.

5.

6.

7.

8.

Discussion:

Which problems happen in your country? Which problems happen in the U.S.? In the U.S. what can you do about each problem?

Source. Hemphill, D., et al. 1985. The Working Culture: Cross-Cultural Vocational Counseling for New Americans. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, Cal State, Long Beach.

DEMO #2
OHP #2
HANDOUT #2

ACTIVITY TWO: Do You Think They Did the Right Thing?

Read each case or listen to your teacher read it. Make sure you understand the situation. Your teacher will ask you some questions. Then choose the best ending for each story. Discuss your answers with the class.

2.

WHAT IS SEXUAL HARASSMENT?

Ansi does not like to work with Phil. Phil always tells her she is pretty. He asks her to go on dates. Ansi says no. Ansi just wants to do her work. She wants Phil to leave her alone. She feels uncomfortable when she works with Phil.

Choose the best ending

a. Ansi tells Phil why she is unhappy. She asks him to stop bothering her.

b. Ansi doesn't talk to Phil. She talks to her boss about the problem with Phil.

c. Ansi tells her boss she won't work with Phil. She says Phil is a bad worker.

Source. Hemphill, D., et al. 1985. The Working Culture: Cross-Cultural Vocational Counseling for New Americans. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, Cal State, Long Beach.

DEMO #2
OHP #3
HANDOUT #3

7.

WHEN SHOULD YOU QUIT?

Two years ago, Carlos got a job in a company that processes food. He started work with four others. They all ran machinery. The other four were promoted, but Carlos still runs machinery. He often asks his boss for a promotion. His boss keeps telling him, "next week." When there are better jobs open, the boss hires someone else. Carlos is unhappy.

Choose the best ending

a. Carlos gets angry at the boss. He yells at the boss.

b. Carlos looks for another job. He plans to give two weeks notice.

c. Carlos decides that his work is not very good. He doesn't do anything.

5.

A LONG BREAK

Tien is a gardener for a landscaping company. He works with a partner named Tom. Tom likes to talk a lot. Tien wants to be a good worker. He doesn't want to lose his job. He also wants to be friends with Tom. But, he is afraid to talk to Tom all day because the boss might fire both of them.

Choose the best ending

a. Tien refuses to work with Tom.

b. Tien takes long breaks with Tom.

c. Tien tells Tom that he likes to talk to him at break but that they have to work more

---

Source. Hemphill, D., et al. 1985. The Working Culture: Cross-Cultural Vocational Counseling for New Americans. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, Cal State, Long Beach.

DEMO #2
OHP #4
HANDOUT #4

ACTIVITY THREE: **You have a problem if the boss has a problem**

Sometimes you are happy at work. You think everything is fine and there are no problems. But maybe your boss thinks there is a problem with you. In this activity you will have the chance to think the way the boss thinks.

Directions:

The teacher will give you a situation to read. Imagine that you are the person in the situation.

Discuss the situation with your group. Then you will have a conversation with one person from the other group.

Source. Hemphill, D., et al. 1985. The Working Culture: Cross-Cultural Vocational Counseling for New Americans. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, Cal State, Long Beach.

DEMO #2
OHP #5
HANDOUT #%

Roleplay I

THE SILENT WORKER

Group I: The Boss (Stan)

Job:
You are the supervisor of the shop in an assembly plant.

Situation:

You have a new worker named Liu. Liu works hard, but he doesn't speak much English. Liu listens when you explain things, but he doesn't ask questions, and he doesn't say anything. You are not sure if Liu understands. You want to know if he understands.

Discuss

1. Does Stan have a problem?
   Why or why not?

Now, go talk to Liu about this situation.

Roleplay I

THE SILENT WORKER

Group II: The Employee (Liu)

Job:
You are an assembly plant worker.

Situation:
You work hard. You like your boss, Stan. When your boss explains something, you always understand. So, you don't say anything. But, your boss is unhappy. You want to know why your boss is unhappy.

Discuss

1. Do you have a problem?
   Why or why not?

2. Why do you think your boss in unhappy?

Now your boss, Stan, is going to talk to you about this situation.

Source. Ligon, F. 1986. Worksight. Brattleboro, VT: Experiment in International Living.

NUMBERS

Subject: Numbers
Clarification

Situation: A supervisor gives a man three tasks to complete. He must take a book to a room at a certain time, make copies of a paper and deliver the copies to another room. Last Frame: He delivers the copies to the wrong room.

Frames:

1	The supervisor says, "Take this book to Room 4 at 3:00." The man says, "OK."
2	The man is carrying the book. (It's 4:00.)
3	He takes the book to Room 3. The woman in Room 3 says, "Take this to Room 4." (The man is confused.)
4	He takes the book to Room 4. The man in Room 4 is angry. (It's late.)
5	The supervisor says, "Make 19 copies." The man says, "OK."
6	The man puts the paper in the copy machine.
7	He counts the number of copies... 20, 30, 40, 50, 60, 70, 80, 90. (He makes 90 copies.)
8	He carries the copies to the supervisor. He says, "Here are your 90 copies." The supervisor shouts, "90."
9	The supervisor tells the man to take 19 copies to Room 16. The man says, "OK."
10	The man takes all the copies to Room 60.

Remarks: Supervisors expect employees to clarify instructions if they do not understand them. Failure to do so can lead to conflict and confrontation.

Questions:
- How many tasks is the man asked to perform?
- What mistakes does he make?
- When does he deliver the book? When should he have delivered it?
- How could he have avoided the mistakes?

Activities

Cultural Exploration. Ask the students to describe what they would do in their country if they were given instructions they didn't understand.

Open-Ended Story. Have the students form groups of 4-5. After reading the story, students suggest what the supervisor will say and do next, and what the employee will say and do. Have them discuss the implications of the various endings they create.

Language Practice. Have the students suggest the questions the man should ask to clarify his tasks.

Sequencing. Divide copies of the story into 10 frames. Have the students form groups. Give each group frames to put in order from 1-10.

Source. Ligon, F. 1986. Worksight. Brattleboro, VT: Experiment in International Living.

DEMO #3
HANDOUT #2

NUMBERS

TPR EXAMPLE

FE #1
OHP #1
HANDOUT #1

Auto Mechanics General Lesson Plan #3 - Verb Actualization, 1

Rationale: Auto mechanics students need to follow directions in their vocational shop practice. A useful class exercise is to simulate a command giving/following situation.

Vocabulary: to take, to loosen, to take off, to put back, to put on, to pick up, to tighten, wrench, nut, washers, bolt

Realia: motor mount with bolt, flat washer, lock washer, nut, wrench

Procedure:

1. T reads the following command sequence.
   S1 follows the directions step by step.

   Take the wrench.
   Loosen a nut.
   Take off the nut.
   Take off the washers.
   Take off the bolt.
   Put back the bolt.
   Put on the washers.
   Put on the nut.
   Pick up the wrench.
   Tighten the nut.

   Give them to _____.
   Tell him what to do.

2. S1 becomes the direction giver.
   S2 follows the directions.
   T is passive, allowing other Ss to give corrections.

3. Continue until all Ss have a turn.
   If the class is large, use part of several class periods.

4. No writing is allowed until everyone has practiced the activity. Then students take turns writing the sequence on the board, correcting each other when necessary.

From: West, L., & Wilkinson, B. 1981. Occupation-specific VESL--Part I: Needs Assessment, Part II: Teaching Techniques (VESL Staff Development Project). Available through DNAE.

On Your Own

A. Talk to four classmates. You ask questions and complete the form. They answer. Follow the model.

ASK	ANSWER
What's your name?	*My name is Jody.*
What's your occupation?	*I'm a waitress.*
What do you do?	*I wait on tables and clean tables.*
What equipment do you use?	*I don't use equipment.*

NAME	OCCUPATION	DUTIES	EQUIPMENT
Jody	waitress	waits on tables cleans tables	———

B. Now tell about your classmates. Follow the model.

SAY

Jody is a waitress. She waits on tables and cleans tables. She doesn't use equipment. . . .

From: Savage, K. L., et al. 1982. English That Works: ICB-VESL. Integrated Competency-based, Bilingual, Pre-vocational English as a Second Language. Scott, Foresman.

On Your Own

Find a person in your school with a job. Ask about that person's work schedule. Then fill out the time sheet.

1. What days do you work? _____
2. What time do you go to work? _____
3. When is your lunch break? _____
4. What time do you go home? _____
5. What are your total daily hours? _____
6. What is the name of your company? _____

_____ Company

TIME SHEET

Employee's Name _____ Pay Period Ending _____

	AM in	Lunch out	Lunch in	PM out	Total daily hours
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Employee's Signature _____ Total Hours _____

From: Savage, K. L., et al. 1982. English That Works: ICB-VESL. Integrated Competency-based, Bilingual, Pre-vocational English as a Second Language. Scott, Foresman.

CONTACT ASSIGNMENT EXAMPLE

FE #4
OHP #4
HANDOUT #4

OUT IN THE REAL WORLD

Directions: Try to remember when a salesperson, a waiter, or an attendant made a mistake. What was the mistake and how did they make up for it? Talk to friends and family and find out what mistakes they have seen happen. Also, next time you go to a store, a restaurant or a gas station pay attention to see if mistakes happen. Pay special attention to the way the employee handles the mistake and then discuss the information with the rest of the class.

1. Mistake by a waiter or counter clerk.

What mistake did the employee make?

_____

_____

Did the employee apologize for the mistake or give an explanation? What did he or she say?

_____

_____

Did the employee offer to make up for the mistake? What did he or she say ?

_____

_____

From: Wrigley, H. S. 1985. May I Help You? Learning How To Interact with the Public. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, IEI-101, California State University, Long Beach. (Student Text and Users Guide)

What could the employee do better next time?

_____

_____

2. Mistake by a gas station or parking lot attendant.

What mistake did the employee make?

_____

_____

Did the employee apologize and give an explanation?

What did the employee say?

_____

_____

Did the employee offer to make up for the mistake?

What did he or she say?

_____

_____

Did the employee do his or her best? Explain.

_____

_____

From: Wrigley, H. S. 1985. May I Help You? Learning How to Interact with the Public. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, IEI-101, California State University, Long Beach. (Student Text and Users Guide)

CONTACT ASSIGNMENT EXAMPLE

FE #6
OHP #6
HANDOUT #6

3. Mistake by a salesperson.

What mistake did the salesperson make?

_____

_____

Did the salesperson apologize and/or give an explanation?

What did he or she say?

_____

_____

Did the salesperson try to make up for the mistake? What did he or she say?

_____

_____

What was the customer's reaction to the mistake?

What did he or she say?

_____

_____

What could the employee do better next time?

_____

_____

istakes by another service employee

_____

_____

From: Wrigley, H. S. 1985. May I Help You? Learning How to Interact with the Public. Long Beach, CA: Consortium on Employment Communication, Center for Career Studies, IEI-101, California State University, Long Beach. (Student Text and Users Guide)

WORK SIMULATION EXAMPLE

FE #7
OHP #7
HANDOUT #7

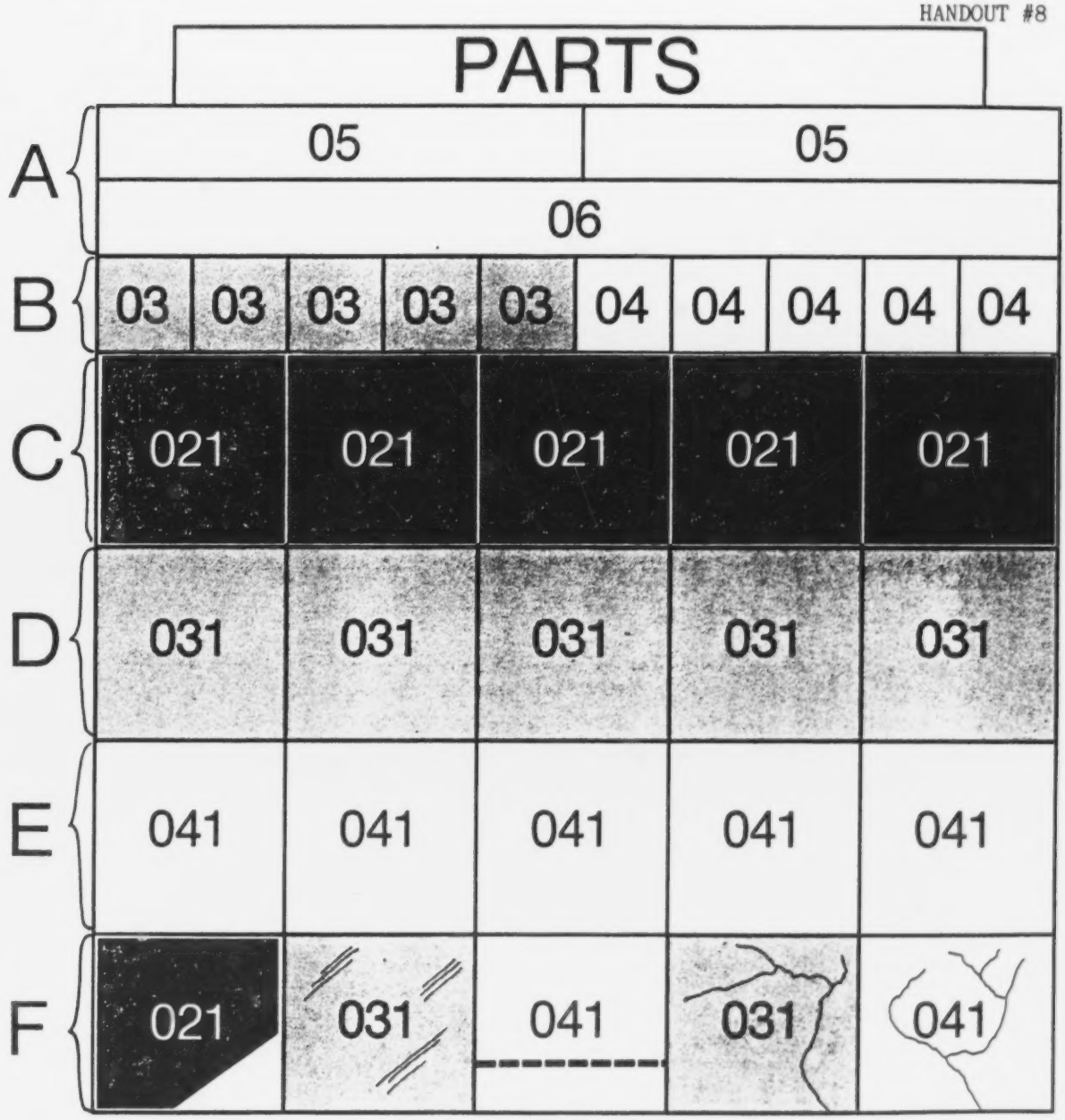
BOARD #_____

	A	B	C	D
1				
2				
3				
4				
5				

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Student Text)

WORK SIMULATION EXAMPLE

FE #8
OHP #8
HANDOUT #8



From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Student Text)

FE #9
OHP #9
HANDOUT #9

Training Exercise, pages 68–69

Completing an assembly task from oral instructions.

Objectives: Students will gain experience doing an assembly task and following oral instructions. They will practice responding when they have run out of supplies (see Unit 3, Section 2). They will review the competencies taught in Unit 1, Section 2, "Asking for Clarification."

Materials:

1. Envelope of assembly parts (black, white, and gray squares that were cut out in Training Exercise 2).
2. Grid from page 69 of student book. (The grid will in the future be referred to as an *assembly board.*) The board can be photocopied (permission granted by Oxford University Press for use only in the classroom in connection with the student book). At this time you should assign each student a different board number, which they are to write in the top right-hand corner of the assembly board. Use consecutive numbers, such as 0210, 0211, 0212.
   Note: We have found it useful to glue the board on the inner, right-hand side of a manila folder and to attach the parts envelope to the left side. Assembling the folders can be done as a class project, giving students further practice in following instructions.

Procedure: Before beginning this exercise, use the student book to review the competencies to be practiced. In this exercise, students will be arranging squares on a grid according to your instructions. The exercise can be done with the whole class, or with smaller groups of two or three students. It is not necessary to explain the exercise in too much detail before beginning since the object of the exercise is for students to ask for explanations. Also remember that the student responses in the script are only examples. Students doing the exercise will respond according to their own needs. Once you become familiar with the kinds of instructions used in this exercise, you may wish to create your own.

Script

Teacher: In this exercise, I will explain how to assemble this board. If you don't understand something, please tell me. Let's do an example now. Look at your board. Where are the letters?
Student 1: At the top.
Teacher: Good. And where are the numbers?
Student 2: On the left-hand side.
Teacher: Good. Now put a large black square at A1.
Student 3: Is this right?
Teacher: Yes. (Check everybody's board.) Do you understand what to do?
Students: Yes.
Teacher: Now put a large gray square at D1 and large white square at A4.
Student 3: Could you please repeat that more slowly?
Teacher: (Repeat the instructions.)
Student 3: A large white square at A4?
Teacher: Right.
Student 3: (Student positions square.) Like this?
Teacher: Good. Now put a small gray square in the center of C4.
Student 2: I don't understand. Could you explain that?
Teacher: Put a small gray square in the middle of C4.
Student 2: Okay. I see.

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Teacher's Manual)

FE #10
OHP #10
HANDOUT #10

WORK SIMULATION EXAMPLE

Teacher: Now put a small gray square in the top right-hand corner of D2.
Student 1: Like this? (Puts square in the center of D2.)
Teacher: No. In the top right-hand corner.
Student 1: I don't understand that.
Teacher: Here in the top right-hand corner. (Show student.)
Student 1: Okay. I get it.
Teacher: Now connect the two small gray squares with a short connector.
Student 2: I'm sorry. I don't understand *conne*. (Student doesn't hear the whole word.)
Teacher: *Connect* means put something between two things so they are connected like this. (Demonstrate.)
Student 2: Okay. I understand.
(Continue to give instructions. Here are some more examples:)
Put two black squares in column B.
Put two white squares in line 5.
Remove the white square at A4.
Disconnect the small gray squares (by removing the connecting bar.)
(By this time students should be running out of squares.)
Teacher: Put a large black square at A4.
Student 3: Excuse me. I've run out of black squares.
Teacher: Here you are. (Give student a black square from the extra-supply envelope.)
Student 3: Thanks.
(To end the exercise, have the students remove all the squares at once or have them disassemble the board piece by piece. This is a good way to practice clarification, for example:)
Teacher: Remove all the large, black squares.
Student 2: Large, black squares?
Teacher: Right.
(Before returning the squares to their envelopes, have students check that they have a complete set, for example:)
Teacher: Please check that you have all your squares and give me any extra ones. You should keep three large, black squares.
Student 1: Three large black?
Teacher: Right.

(The exercise is over when all the parts are verified and put away.)

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Teacher's Manual)

FE #11
OHP #11
HANDOUT #11

WORK SIMULATION EXAMPLE

Training Exercise, page 117

Completing an assembly task from written instructions.

Objectives: Students will:

- Practice following written instructions in order to complete an assembly task.
- Review subtechnical language such as *replace, substitute, instead of.*
- Review strategies for getting help when written instructions are not understood. (Review Unit 3, Section 2.)

Materials:
Assembly board from page 69.
Assembly parts from page 31.
Assembly instructions (see below).

Procedure: In this exercise, students will be given a set of written instructions which they must use to complete their assembly boards. The instruction sheets also contain lines, which must be filled in. These lines and new vocabulary should not be explained since one of the main objectives of this exercise is to have students ask for help when something is not understood. Before beginning the exercise, review the following expressions:

1. What does this (word/number) mean?
2. What do I write here?
3. Do I sign here?
4. How do you spell _____?

Two sample instruction sheets are given here, but you can also write your own instructions, making them appropriate to the level of your students. Make copies of the instructions (permission granted by Oxford University Press for use only in the classroom in connection with the student book). Half of the students will do version A; the other half will do version B. Explanations for teachers of these sample instructions sheets are given on page 32.

_____
_____

ASSEMBLY INSTRUCTIONS A

1. Place a large black square at A1.
2. Put a small gray square at D2 (BRC) and at D5 (TRC).
3. Place a large white square at B4.
4. Have lead worker check your work. _____
5. Replace part 021 with part 031.
6. Remove part 041 from board.
7. Connect D2 and D5 with a short connector.
8. Check work with lead worker. _____

_____
(signature)

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Teacher's Manual)

_____

_____

ASSEMBLY INSTRUCTIONS B

1. Place a large white square at A1.
2. Place a small white square at C2 (BRC) and at C5 (TLC).
3. Put a large black square at B4.
4. Have lead worker check your work. _____
5. Replace part 041 with part 031.
6. Remove part 021 from board.
7. Connect C2 and C5 with a short connector.
8. Check work with lead worker. _____

_____
(signature)

Explanation for teachers:

# _____ _____	These lines appear in the top right-hand corner of the instruction sheet. On the first line, the student should write his board number, which appears in the top right-hand corner of the board. On the second line, he should print his last name.
Line 2	TRC means top right-hand corner. BRC means bottom right-hand corner. TLC means top left-hand corner.
Line 4	The teacher is the lead worker and should initial this line after checking the student's work.
Line 8 _____ (signature)	Lead worker initials again after checking work. Student must sign here after completing work.

To begin the exercise, make sure that students have their assembly boards and parts available. Alternate the two versions of the assembly instructions giving every other student version A and the remaining students version B.

Script

Teacher: I want you to use these instruction sheets to complete your assembly boards. Remember to follow the instructions in order and not to skip any steps. In fact, it's a good idea to check off each step as you do it. (Demonstrate this.) I am your lead worker. If you have any questions, please ask me. Do not talk to anyone else during this exercise. Are there any questions? (Answer questions and then direct students to begin.)

Student 1: Excuse me, (teacher's name). What do I write here? (#_____)

Teacher: You put your board number there.

Student 1: This number? (Student points to the number on the board.)

Teacher: Right.

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Teacher's Manual)

WORK SIMULATION EXAMPLE

FE #13
OHP #13
HANDOUT #13

Student 1: And what do I write here? (The line below #_____)
Teacher: Print your last name.
Student 1: Okay. Thanks.
Student 2: (Teacher's name), can you help me a minute? I don't know what this *(BRC)* means.
Teacher: *BRC* means bottom right-hand corner.
Student 2: And *TRC* is top right-hand corner, right? And *TLC* is top left-hand corner?
Teacher: That's correct.
Student 3: I don't understand this line *(line 4)*.
Teacher: What does it say?
Student 3: Have lead worker check your work.
Teacher: I'm your lead worker.
Student 3: Oh! Can you please check my work?
Teacher: Let's see. Yes, that's good. (Initial work.)
Student 4: What does *replace* mean?
Teacher: *Replace* means take off something and put something else in its place.
Student 4: Like this? (Student replaces old part with new part.)
Teacher: Yes, that's it.
Student 5: Please check my work.
Teacher: That looks good. (Initial line 8.)
Student 5: Do I sign here?
Teacher: Yes.

(Continue helping students until everyone has completed his assembly task. If students wish more practice, they can exchange instruction sheets and repeat the exercise.)

From: Robinson, C., & Rowekamp, J. 1985. Speaking Up At Work. New York, NY: Oxford University Press. (Teacher's Manual)

EXERCISE 3 · A REVIEW OF THE WORDS TO USE

Read the ads. Then listen to the applicants' qualifications for the jobs. Fill in the blanks.

1. **RECEPTIONIST**—Typ. 60 wpm, dictaphone, filing. Geology Satellite Co. $750/mo. 981-6265

"I _____ type 60 words a minute. I can _____ a dictaphone, and I can _____ filing."

2. **MAINTENANCE** Person w/prev. carpentry exp. must use elec. tools and build cabinets. Write to P.O. Box 1788, San Mateo 94402

"I _____ four years' carpentry experience, and I can _____ electrical tools. I've _____ built cabinets, but I learn _____."

3. **BOOKKEEPER**—1 yr. exp. req. must know some accntg. and be gd w/fig. Contact John Miller. Ext. 439, 632-9421 EOE M/F

"I have one year's experience _____ _____ bookkeeper. I _____ accounting in school, and I'm good _____ figures."

4. **AUTO MECHANIC**—min. 2 yrs. exp. must know some welding and have own tools. Afternoon shift, apply in person, 2778 Cobb Rd.

"I have three _____ experience as _____ auto mechanic. I _____ welding _____ school, and I have _____ _____ tools."

5. **CASHIER**—full time, gd. salary & benefits. H.S. grad. Lite typing, cashier exp. pref. 621-4200

"I _____ _____ high school graduate, and I can _____ light _____. I don't have _____ as a cashier, but _____ like to learn."

From: Dresner, J., et al. 1980. It's Up to You: Language Skills and Strategies for Getting a Job. New York, NY: Longman, Inc.

FE #15
OHP #15
HANDOUT #15

EXERCISE 5 · WHAT YOU WOULD SAY

When you learned how to use the want ads, you listed your qualifications for two jobs. Now you should be ready to give your qualifications to the interviewer.

Use the ads that you chose before (page 39), or choose two new ads from your local newspaper. First, list your qualifications. Then write what you would say to the interviewer.

FOR EXAMPLE:

BANK TELLER—Exp. req., typ. 40 wpm. Full time. Good benefits. Call 764-3970 Personnel. EOE

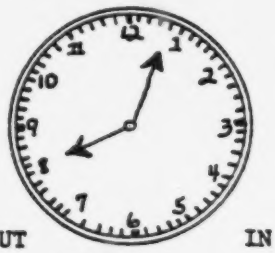
JULIA FANO'S QUALIFICATIONS	WHAT SHE WOULD SAY
teller - 6 mos. exp.	I have six months' experience as a teller.
typs 40 wpm	I can type 40 words a minute.
typ. gen. ofc. work exp	I have one year's general office work experience.

YOUR QUALIFICATIONS	WHAT YOU WOULD SAY
AD #1 _____	_____
_____	_____
_____	_____
_____	_____
AD #2 _____	
_____	

From: Dresner, J., et al. 1980. It's Up to You: Language Skills and Strategies for Getting a Job. New York, NY: Longman, Inc.

10. Find these names. Circle the names.

Bit, Sras	Gold, Larry	Jones, Sue
Chan, Ling	Ing, Duong	White, David



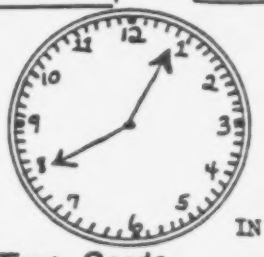
Time Cards

	IN	OUT		IN	OUT
A			N		
B	Bit, Sras		O	Nguyen, Cam	
C	Chan, Ling		P	Patterson, Dick	
D	Douglas, Ken		Q		
E			R	Reynolds, Tim	
F			S	Smith, Steve	
G	Gold, Larry		T	Tran, Hoa	
H			U		
I	Ing, Duong		V		
J	Jones, Sue		W	White, David	
K			X		
L	Lakey, Bob		Y		
M	Morris, Tom		Z		

From: Prince, D., & Gage, J. 1981. English for Your First Job: A Beginning Vocational ESL Textbook. Edmonds Community College, WA.

11. Put these cards in.

White, David	Ing, Duong	Chan, Ling	Gold, Larry
Ho, Lien	Smith, Jane	Taylor, Ron	Bit, Sras
Nguyen, Lai	Ford, Henry	Olson, Betty	King, John



Time Cards

	IN	OUT		IN	OUT
A			N		
B			O		
C			P		
D			Q		
E			R		
F			S		
G			T		
H			U		
I			V		
J			W	White, David	
K			X		
L			Y		
M			Z		

From: Prince, D., & Gage, J. 1981. English for Your First Job: A Beginning Vocational ESL Textbook. Edmonds Community College, WA.

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SECTION E

THE FOLLOWING SECTION IS FROM THE GAIN EDUCATIONAL SERVICES MANUAL.
THE COMPLETE MANUAL IS AVAILABLE (FOR $20.00) FROM:

CALIFORNIA INSTITUTE ON HUMAN SERVICES
SONOMA STATE UNIVERSITY
1801 E. COTATI
STEPHENSON HALL 2092
ROHNERT PARK, CA 94928
(707) 664-2416

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SECTION VIII

ESL AND VESL

By*

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DEFINITION:

> "English language training (ESL/VESL) provides instruction in the linguistic and cultural competencies participants need to benefit from training and/or to succeed in the job market."

THIS SECTION ANSWERS THE FOLLOWING QUESTIONS:

- How does GAIN affect ESL/VESL programs?
- How can programs and curriculum be adapted to serve GAIN participants?
- How can the program be made student-centered?
- How can programs demonstrate student progress?

*Thanks to section reviewers K. Lynn Savage (San Francisco Community College Centers) and Dale Rezabek (State Council on Vocational Education).

THIS SECTION CAN BE USED IN THE FOLLOWING WAYS:

- To understand the impact of GAIN on ESL/VESL.
- As a guide for adapting the program's design to GAIN.
- As a guide for redesigning program curriculum.
- To design special guidance activities for ESL/VESL students.
- To design techniques for monitoring student progress.
- As a guide to negotiating benchmark payments with county welfare departments.

In GAIN, English-as-a Second Language (ESL) and Vocational English-as-a Second Language (VESL) are part of a much broader process, developing the human potential of welfare recipients so they can get jobs that will lead to self-sufficiency. ESL and VESL are means to an end rather than ends in themselves.

This section discusses the impact of GAIN legislation on ESL and VESL instruction. It discusses coordination needs, techniques for adapting programs and curriculum, ways to make the program student centered, and procedures for monitoring student progress.

GAIN AND LANGUAGE INSTRUCTION: COORDINATING GOALS, SERVICES, AND AGENCIES

Language training providers will need to coordinate with several other agencies such as county welfare departments, assessment centers, vocational schools, and job placement projects. They will have to learn a new system with its particular reporting requirements and regulations.

ESL providers who have conducted JTPA and refugee programs or who have worked closely with vocational training programs will find those experiences useful in setting up a GAIN program. Providers who have not previously worked with employment training may have to make changes in their program, such as increasing the employment content of the classes and establishing VESL classes.

Programs will have to articulate the nature of language learning to county welfare departments, employment trainers, and other non-ESL personnel. The proficiency level a GAIN participant is expected to achieve will be determined by the length of time they will need English language training. The amount of and nature of the English l learned should reflect the communication needs of the occupation for which the participant is preparing.

Language in Context: Coordinating Language and Occupational Skills Instruction

The GAIN program provides English language training (ESL/VESL) to participants either as an initial, intensive activity prior to other components of the program or as a support activity concurrent with another component (such as vocational training or job search). Currently many programs successfully combine vocational training and language instruction. As employment is the goal of the GAIN program, English language training should be employment focused. This is a sound educational approach as well as in line with the goals of GAIN. Adult

learning theory suggests that adults are motivated when instruction is clearly connected with their goal. Current language teaching methodology also recommends that students learn best when language is presented in a context related to their goals, in this case training and/or employment.

VESL instruction offered concurrently with job search and job club activities enhances the employability of LEP students by preparing them to deal with the specialized language situations they will encounter. In the same way, VESL instruction offered concurrently with vocational training will create a learning environment that will enable students to enter and benefit from training at an earlier stage than would otherwise be possible. This early entry into training will speed up the entire process of job preparation and job placement.

Types of Language Training

Several kinds of language training can be offered under GAIN. They include:

1. General ESL--Language instruction in general lifeskill competencies such as banking, shopping, and going to the doctor. While employment competencies are a part of such a class, the majority of the curriculum is designed to meet the general needs of an adult who is learning English.

2. VESL (Vocational English-as-a Second Language)--English language instruction focused on the linguistic and cultural competencies related to employment. The kinds of VESL include general, occupational-cluster, and occupation-specific VESL.

    - General VESL--Instruction in the linguistic and cultural competencies for getting a job, keeping a job, and advancing on a job. The competencies are cross-vocational, applying to several or all occupations. Topics include job applications, interviews, transportation, want ads, and on-the-job communication (following directions, clarifying instructions). General VESL includes pre-vocational ESL.

- Occupational Cluster VESL--Instruction in the linguistic and cultural competencies common to a group of occupations. Occupations may be grouped by industry, common communication needs, or technical/basic skill needs. Public contact occupations and health occupations would be two examples of clusters.

- Occupation-specific VESL--Instruction in the linguistic and cultural competencies necessary in a specific occupation, such as auto mechanics or electronic technician. The competencies may include those necessary for succeeding in a training class, getting a job, and/or functioning on a job[1].

Describing Program Levels

While ESL programs usually group students by levels for instruction, there is no standard definition of the meaning of the levels or a set number of levels that a program will have. Some programs identify their levels as beginning, intermediate, and advanced. Other programs use a numbering system, e.g., 100, 200, 300. Most programs have between 2 and 6 levels, but some will have even more.

This variation suggests the need for a clear description of levels when ESL/VESL programs are communicating with the county welfare departments, other GAIN program components, and even other language training programs. There are existing descriptions of levels of instruction and performance. Local programs may want to look at these as tools to be adapted or adopted.

The Comprehensive Adult Student Assessment System (CASAS) created and tested a scale score system which is used to describe performance in reading. The same scoring system has been extended to listening performance. CASAS is currently used in California adult education programs that receive federal Adult Basic Education Act, Section 306, funds.

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[1]These definitions are adapted from Approaches to Employment Related Training for Adults who are Limited English Proficient and the Vocational English Language Training Resource Package.

The national refugee assistance programs under the Mainstream English Language Training Program have developed another system for describing proficiency levels, Student Performance Levels (SPL's). There are 10 different performance levels described by the SPL's. Each SPL describes what a person at that proficiency level can do in terms of listening, speaking, reading, and writing. There is also an overall statement of an individual's general language level including a general description of the kind of employment that person would be able to handle linguistically. The SPL's are included in the appendix at the end of this chapter.

Refugee programs in California are using the SPL's which are determined by giving refugees the Basic English Skills Test (BEST), an oral communication and literacy test). Table 1 shows the relationship between BEST test scores and the SPL's. The relationships between the literacy sections of the BEST and the CASAS reading test, and the SPL's are shown in Table 2.

Table 1: Relationship of SPL's to the BEST Test

Student Performance Levels (SPL)[1]	BEST Test[2] Core[3]	Lit[4]
0	0-8	0-2
1	9-15	3-7
2	16-28	8-21
3	29-41	22-35
4	42-50	36-46
5	51-57	47-53
6	58-64	54-65
7	65+	66+

[1] See appendix to this chapter for a full description.

[2] Basic English Skills Test

[3] Core--oral communication test

[4] Lit (literacy)--writing and reading

Table 2: Relationship of SPL's, BEST, and CASAS

Student Performance Levels (SPL)[1]	BEST Test[2] Lit[3]	CASAS[4] Reading[5]
0	0-2	-------
1	3-7	165-185
2	8-21	186-190
3	22-35	191-200
4	36-46	201-208
5	47-53	209-216
6	54-65	217-223
7	66+	224-231

[1] See appendix to this chapter for a full description.

[2] Basic English Skills Test

[3] Lit (literacy)--writing and reading

[4] CASAS (California Adult Student Assessment System)

[5] Rdg (reading)

PROGRAM AND CURRICULUM DESIGN: MEETING NEEDS

There are wide variations in existing ESL programs. Some programs offer only a few, multi-level classes while others provide hundreds of classes and 4, 6 or more levels of instruction. Programs may have well-developed, varied ESL course offerings including VESL, or they may have only general ESL courses. Some have extensive experience with competency based education and use an open-entry, open-exit program format; others operate on a fixed term basis (e.g. semesters or quarters). Some programs integrate language with vocational skill instruction and offer comprehensive support services, while others concentrate on language instruction alone.

Suggested Elements

There are program features that, though not required, are highly recommended. Existing adult education and refugee assistance programs find these features contribute positively to the rate of learning of GAIN-type students. These features include:

1. Open-entry/open-exit scheduling, which allows students to enter the program at different points, progress at different speeds, and complete at any time.

2. A competency-based approach to education (see explanation in Section V.).

3. A work-related focus as specified in the explanations of VESL above.

4. Procedures for:
   - placing students into appropriate levels of ESL instruction
   - measuring and documenting student progress and competency attainment
   - moving students through levels within the ESL program
   - transitioning some students into other courses offered by the institution (ABE, GED, or vocational training)

5. Intensive Instruction--Students who are not concurrently participating in other GAIN components should attend ESL classes from 15 to 30 hours per week. Students who are also participating in ABE, vocational training, job

club, or job search should attend ESL classes from 5 to 15 hours per week.

6. Small Class Size--Reasonably sized classes, under 30 if possible, are important. ESL Literacy classes should be smaller, under 20 if possible. Extra attention and individualized instruction are needed in literacy classes.

7. Leveled Instruction--Students should be divided into classes or groups within a class according to their level of proficiency in English.

8. Trained Teachers--ESL teachers should be credentialed, have previous ESL training or experience, and speak English fluently.

9. Comprehensive Services--Language instruction should be part of a comprehensive package of support services (assessment, guidance, placement) which helps participants choose and attain career goals.

Design Choices

ESL/VESL instruction can be delivered in a variety of ways. As providers design their programs, there are a number of key decisions they need to make. Their choices are illustrated in Table 3 (see the next page).

Table 3 illustrates the choices to be made in program design. In all of the choices the guiding principle should be to place students in language classes in which the level of English that is appropriate to the students' language proficiency and the content is relevant to the students' employment goals.

The first choice has to do with whether to create a separate class(es) for GAIN participants or to place them in existing classes. If there are classes in the existing program that offer employment-focused content at a level appropriate for the GAIN participant, the student should be placed in those classes. On the other hand, if there are no such classes it may be necessary to create separate, special classes for GAIN participants.

The content of the instruction can be general ESL that includes units of instruction in employment competencies or a class devoted entirely to general VESL competencies. If the class is being offered in conjunction

with an occupational training program, the content could be occupational cluster or occupation-specific VESL.

TABLE 3

Choices in Program Design

CLASSES	CONTENT	DELIVERY	RELATION TO OTHER GAIN COMPONENTS
specially created for GAIN or existing	ESL with a VESL component or general VESL or occupational cluster VESL or occupation specific VESL	whole class or groups within a class or learning center (individualized instruction)	before entering other GAIN components or concurrent with other components (basic skills, job search, job club, vocational instruction, career counseling)

The delivery of instruction can be in several formats. If there are enough students with similar goals at a comparable level of English proficiency, such as a general VESL class or a welding VESL class, a whole class can focus on the content. If this is not possible, the delivery might be through groups within a class such as a general ESL class divided into groups determined by their purpose in learning English (e.g., academic, lifeskill, vocational).

A final delivery alternative is to use a learning center approach. Such learning centers permit students to work at their own pace and level on materials related to their employment goals. As learning centers emphasize individualized instruction, programs should make sure there is still an opportunity for students to interact with others to apply and use the communication skills being developed.

Finally, ESL and VESL will be offered either as intensive activities prior to the participant entering other components of GAIN or concurrently with the other components (job club, vocation training, and so on). General ESL with an emphasis on employment or general VESL are appropriate for those students who are preparing to enter other GAIN components. For instruction concurrent with other components, programs will probably want to offer occupational cluster or occupation-specific ESL.

In all cases, the decision will be guided by the needs of participants, by local resources, the availability of GAIN funds, the county GAIN plan, and the nature of cooperation between the agencies participating in GAIN.

There are several resources program designers can turn to for assistance. Vocational English Language Training[1] discusses the different kinds of VESL: general, occupational cluster, and occupation specific. It also lists a number of useful resources. Approaches to Employment Related Training for Adults Who are Limited English Proficient offers a description of four program settings: the ESL classroom, the vocational program, the work experience program, and the workplace. The guide, prepared by a group of twenty experienced service providers, identifies practices that are most likely to lead to successful programs. A videotape training package that goes along with Approaches is available. Vocational Education for the Limited English Proficient (VELEP) is a study of successful programming practices. Drawing from indepth interviews conducted in programs that were identified as successful, the authors identify the practices common to the successful programs that contribute to effective programming.

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[1]See appendix for information on all the resources mentioned.

Finally, Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California includes detailed profiles of programs that are successfully serving the limited-English proficient.

Career Guidance Activities

Many participants will enter the intensive language training stage without a clearly defined employment goal. Language programs should work with the participants to identify general areas of interest and possible employment goals. Class activities that would contribute to the development of such goals include:

- discussing different occupational ideas
- identifying the requirements for entering selected fields
- interest inventory type of activities
- values clarification activities
- one-on-one guidance

This is not intended to be a full-scale assessment and setting of an occupational goal; that happens elsewhere under GAIN. It is an initial phase of working with the participant to define broad occupational goals. Do they see themselves working with machines or people? Inside or outside? Independently or under supervision? Programs should also apply labor market information to the process, getting the participant to take into account the demand or lack of it for given jobs. The County GAIN plan will have valuable labor market information. The Employment Development Department is also an important source of such information. The main purpose of these activities is to do a better job of defining an occupational goal so that the language proficiency level the participant needs to reach can be set. It will, however, also prepare participants for job club and job search activities as they will enter these GAIN components with a more defined sense of the kind of work they are looking for.

Instructional Approach

In GAIN, competency-based education (CBE) focuses instruction on what students need to learn in order to function effectively in the job market. Teachers use diverse instructional materials and approaches to promote student mastery of specific measurable objectives. These objectives--not hours of instruction--define the educational process. The instructor facilitates student progress using methodologies that

lead to participants' mastery of the language skills necessary to secure and retain employment. The competency-based education section of this manual provides a full discussion of CBE.

Communicative Competence

Competency-based instruction should help GAIN participants develop communicative competence in a variety of work-related situations. Communicative situations may be defined in terms of settings (on the assembly line, in the supervisor's office), roles (subordinate to superior), and topics (defective work, employee evaluation). Within these contexts, instruction should address communicative functions such as clarifying, warning, apologizing, and providing explanations.

Employment communication needs, not grammatical structures, should be the organizing factor in the course. Nonetheless, the control of structure can be developed parallel to the competency focus. Teaching work history lends itself to practicing the past tense. Curriculum content should take into consideration issues of register, that is, the modification of speech due to the speaker's relative social position, cultural differences, or language proficiency.

Instruction should focus on all modes of communication--non-verbal communication as well as listening, speaking, reading, and writing. VESL emphasizes listening and speaking because most employment related communication is oral. Reading and writing instruction should be limited to training and job-related tasks.

Curriculum Content

It is important to arrange instruction in short, easy, and quickly achievable units so that students can see their progress during each session. Curriculum can be looked at in terms of the three kinds of VESL described above: general, occupational cluster, and occupation-specific.

General VESL/ESL

Curriculum content in ESL and General VESL classes should include an emphasis on language competencies in topics such as:

1. Personal Information
   - Identification data
   - Health history
   - Work experience
   - Education
   - Interests and skills
   - Job applications

2. Job Search
   - Maps, directories, directions
   - Transportation, schedules
   - Want ads, job notices
   - Job inquiry

3. Job Interview
   - Asking questions
   - Answering questions

4. Employee Responsibilities and Employer Expectations
   - Common departments, functions, personnel, locations
   - Work schedules
   - Pay and benefits and employee organizations
   - Evaluation and termination

5. Appropriate Behavior, Attitudes and Social Interaction for Keeping a Job and Getting a Promotion
   - Personal relations
   - Small talk

6. Task-related Communication
   - Common job tasks (order, sort, assemble, etc.)
   - Vocational vocabulary development
   - Teaching a task to someone
   - Language functions related to directions and tasks (acknowledge, give and follow instructions, make requests, clarify, ask for assistance and so on.)
   - Language functions related to customer relations (clarifying

requests, offering to help, and giving directions)

7. Employment-Related Math
   - Whole number computation (inventory)
   - Fractions computation (measurement)
   - Decimals computation (money)

8. Training-Related Skill Development
   - Technical reading (forms, manuals, textbooks)
   - Lecture listening and note-taking
   - Test taking

Occupational Cluster VESL

In occupational cluster VESL the curriculum is built around the commonalities found within a cluster. For example, the common functions in a public contact cluster (field service technician, busboy, motel desk clerk, sales clerk) could include, but are not limited to, the following:

1. Determining what the customer wants
2. Responding to service orders and requests for information
3. Coping with mistakes
4. Dealing with complaints
5. Responding to special requests

Occupation-Specific VESL

The curriculum content in occupation-specific VESL classes run in connection with vocational training programs should be based on a language needs assessment of the vocation. Included will be many of the components of the General VESL list above, as well as the vocabulary and conversation related to success in the specific occupation. The following content areas should be incorporated into the curriculum:

1. Equipment (tools, parts, machines, and supplies)
2. Procedures and processes (steps in performing tasks)

3. Quality control and inspection (work errors)
4. Safety (rules and conditions)

Bibliographies are available that list existing instructional materials for all three kinds of VESL. They include:

1. GAIN Pre-vocational Materials List
2. New Perspectives in VESL
3. The California VESL Resource Directory
4. Vocational English Language Training

Classroom Practices

To ensure that students have the opportunity to practice and gain mastery of employment-related language, programs should incorporate task-related activities, interactive activities, and a variety of classroom management strategies.

1. Task-related activities provide the opportunity for students to use language in order to accomplish something (e.g., obtain information) as well as practice a grammatical structure.

   - TPR (Total Physicial Response), in which students respond with actions to commands
   - Work simulation activities (applied performance), in which students perform actual real life tasks
   - contact assignments, in which students perform assignments outside of the classroom

2. Interactive activities provide the opportunity for instructors to observe the natural behavior of students communicating in English and thus determine the cultural appropriateness of students' interaction.

   - Role playing, in which students act out parts in communicative situations
   - Values clarification, in which students take part in activities that compare the values of their native culture with those of this culture

- Problem-solving activities, in which students identify problems, discuss reactions, possible solutions, and consequences
- Information gap activities, in which students get missing information from other students

3. Classroom management strategies offer different types of grouping and materials (oral, print) in order to reach a range of learning styles.

   - Grouping
     - Individualized instruction
     - Pair practice or dyads
     - Peer instruction
     - Tutoring
     - Small group work
     - Whole class activities

   - Variety in Methods and Materials

     Students have different learning styles. Some are independent learners, others are dependent. Some learn through induction, others through deduction. Students may learn better through written rather than visual materials. Instructors need to be sure they use a variety of class management techniques (whole class, group work, individualized) and learning materials to meet the varying needs of learners. The following list provides examples of how materials might be matched to learning styles:

     - For aural learners:
       - records
     - For visual learners:
       - textbooks
       - picture cards
       - transparencies
       - films
       - slides

- For kinesthetic learners:
  - realia (actual items being discussed)
- For oral learners:
  - tape recorders

The Competency-Based Adult Education handbook devotes a chapter to instruction. Additional resources are the ESL Teacher Institutes offered to Adult Basic Education 306 Funded programs and the videotape training packages "CBAE Program Implementation in the ESL Classroom."

MAKING PROGRAMS STUDENT-CENTERED

The GAIN program is a participant-centered program which involves the student in the planning process and tailors training to the specific needs of individual participants. ESL/VESL service providers can carry out this theme in a number of ways.

Profile of Participants

Participants will come from immigrant and refugee populations, as well as from long-term resident groups who reside in non-mainstream linguistic and cultural neighborhoods. To be GAIN eligible, participants must be legal residents or have official refugee status. Eligibility for the program will be determined by the County Welfare Department.

Although current ESL providers have extensive experience serving limited English proficient populations, the GAIN program may bring student populations who present new challenges. While some GAIN students have volunteered to participate (such as a mother with children under the age of six), many are required to enroll. Program operators can anticipate that some, though certainly not all, of the students have had negative educational experiences, and may be reluctant to attend class or study English. Programs need to develop strategies for addressing motivational and attitudinal factors.

Factors Contributing to the Rate of Learning

GAIN participants will come from a wide variety of backgrounds. These background factors may impact participants' initial proficiency in English as well as their rate of learning. The most important factors include:

1. PRIOR EDUCATION:
   Prior education is an important factor in learning English. Participants' educational backgrounds are likely to range from no previous education in the U.S. or their own country to post-secondary training, possibly even college degrees from another country. The majority of the participants are apt to have low levels of educational achievement. Those who have never been to school and are not literate in their own language will not have the learning strategies needed in a classroom, and will have rates of learning that are dramatically slower than those of other students.

2. CULTURAL AND LINGUISTIC BACKGROUND:
   Students' country of origin and native language also help determine the rate of language learning and acculturation. Students who come from Westernized areas often adjust to life in the U.S. much more readily than students with non-Western backgrounds. Similarly, students from urban areas tend to become used to U.S. cultural patterns faster than do their counterparts from rural regions. The same correlation is true for language. Those individuals whose language is linguistically closer to English--for example, Spanish--may find English easier to learn than those who speak languages that are quite different from English, such as Vietnamese or Cambodian.

3. SELF-IMAGE:
   How students view themselves and the degree to which they feel in control of their lives will also vary considerably. The experience of living in a culture other than one's own, particularly as a member of a minority group, can contribute significantly to an individual's lack of confidence. While some will be very confident, drawing strength from the success they enjoyed in their own country before coming to the United States, others will have a diminished sense of self-worth and feel they have little control over their lives.

4. PRIOR WORK EXPERIENCE IN THE UNITED STATES:
Clients are likely to have had little or no previous work experience in the United States. Those who have previously had jobs may do better in language classes because of their greater understanding of the workplace context and previous exposure to workplace language. Those without this experience may need special support in understanding both the channels of communication within the workplace and the language appropriate for workplace interaction.

5. LENGTH OF TIME IN THE U.S.:
Participants will vary from recent arrivals to those who have been here for many years. While to some degree one can expect greater English language proficiency from those who have been here longer, there are those who have lived for many years in the United States in monolingual, non-English speaking communities, and who have never learned English. When designing language training for the latter group, it may be important to determine what background knowledge of U.S. culture students have acquired (i.e., knowledge of money) so that classes can build on what is already known. Recent arrivals, on the other hand, may also need to be taught basic survival skills associated with finding employment, such as taking the bus or using the telephone.

Students with the Greatest Needs

Students who have no ability to read or write in their own language and have never been to school present a particular challenge. Because being literate in one language provides learners with literacy skills they can use when learning a new language, students who are not literate in their own language are at a great disadvantage when learning to read and write another language. Moreover, students who have never been to school or attended for only a few years do not have the cognitive skills and learning strategies needed in a classroom. Two resources for further information are the Handbook for ESL Literacy and Non-Literate Adult ESL Students: An Introduction for Teachers.

Developing a Learning Plan to Meet Individual Needs

Language training programs will receive varying degrees of information on the referrals they receive. Some will be referred by the County Welfare Department with only their GAIN initial appraisal score and no

defined employment goal; others may have gone through a full career assessment and will bring a complete battery of information, including a detailed employability plan.

In any case, an ESL program will want to conduct a language assessment to accurately place students in its program as well as to establish students' proficiency levels when they begin the program. Commercially available or program-designed instruments may be used. The testing should include an evaluation of speaking and listening as well as reading and writing skills.

The participants' language proficiency upon intake and their employment goal will determine the length of time they will need English language training. The language learning objective should be tied to the employment objective. The amount of and nature of the English learned should reflect the communication needs of the occupation for which the participant is preparing. For example, word processing operators need to be able to understand complicated instructions for the word processing program they are operating and to proofread their work. Shipping clerks need to interact with people over the phone and understand and fill out forms. Students should be encouraged to relate their choices of occupational goals to their current level of proficiency in English. They should also be made aware of how their potential for mobility in an occupational field is enhanced by greater proficiency in English.

Program personnel and students should jointly draw up an agreement that defines the participant's language learning goal. The agreement should be written down and include the following information, supported as much as possible by documentation:

1. Personal profile
    - Age
    - Literacy
    - Educational level
    - Length of time in the U.S.
    - Native language
    - Prior job experience
    - Employment goal

2. Test information
    - GAIN appraisal score
    - Other tests

3. Educational plan
    - Initial placement
    - ESL level objective
    - Concurrent classes

4. Progress

Student placement requires specialized personnel trained in evaluation and intake procedures. They should be professional staff or should be working under the supervision of a professional. Since setting the language learning goal requires an individual conference with participants, a program may need to add staff. It may be desirable to consolidate the student intake/placement and guidance functions by having the same staff responsible for them. This will improve students' understanding of and ownership of their learning objectives as they are dealing with the same person(s) and will be more likely to see the connection between their placement, the learning objectives, and the guidance activities.

Cross-Cultural Awareness, Communication and Guidance

As described above, GAIN participants are apt to be persons who have limited experience in and who lack self-confidence in their ability to enter or function in the world of work. The LEP participant, in addition, comes from a cultural background where work may be defined differently and where the standards of workplace behavior may be quite different. For example, some participants may be reluctant to speak up in situations such as when they misunderstand orders, when they are criticized or others may be uncomfortable in positions that require individual responsibility for problem solving. Training programs need to take into account varying perceptions of the roles of employees as they relate to co-workers and bosses.

It is important that every effort is made to conduct guidance activities in the student's first language. This can be done with bilingual counselors, bilingual aides, or minimally with materials written in the student's first language. Conceptual information is best communicated using the students' own language.

The role and value of the participant's first culture must continually be kept in mind. Conflicts between the students cultural values and the values of the workplace must be dealt with carefully. While program personnel must be careful not to suggest that students' values are wrong, they do need to make sure that students understand the values and expectations in the workplace. Students need to understand the consequences of not meeting those expectations.

This guide deals with guidance issues in depth in Section IX. It includes an important segment on limited English proficient students and a bibliography on specific cultural groups.

STUDENT PROGRESS: THE MEASURE OF EFFECTIVE PROGRAMMING

Monitoring progress is important to the student, to the contractor, and to the funding source. All three parties need accurate information to gauge the effectiveness of their effort.

Student Self-Monitoring

The goal setting and guidance process is designed to provide students with a genuine sense of ownership in the program and sense of accountability for their own progress. The ESL/VESL component of GAIN must devise a system of criteria and measurement devices for determining adequate student progress. This is critical for students to give those achieving progress incentive for continued success, and to caution those not progressing to reassess and perhaps renegotiate their goals and study plans.

Progress Measurement and Contracting

Progress measurement is also critical for program managers and county welfare departments who enter into performance-based contracts for GAIN funds. Program managers and county welfare departments letting out GAIN contracts negotiate the benchmarks that determine when contract payments are made.

In negotiating contracts, educators and welfare departments need to recognize that completion points will differ from student to student. Furthermore, the time needed to complete VESL training depends on two primary factors--the student employment goal and beginning English proficiency level. A participant preparing for a clerical occupation may need a higher language proficiency level than a student planning to be a sheet metal worker or a custodian. A person with a high beginning English proficiency level might achieve the required advanced level of proficiency for a clerical job faster than a non-literate student can achieve the intermediate proficiency level needed to be a sheet metal worker or a custodian.

Factors listed earlier in section III--education, cultural background, prior job experience, time in U.S.--make setting a fixed time for the expected attainment of a competency a difficult, unfair, and counterproductive measure of student progress. Knowledge of English is basic to functioning in most jobs in the United States, particularly those jobs that are likely to offer a wage high enough to lead to self-sufficiency. Students who do not acquire English quickly may need to have their ILP altered to extend their time in language study. They

are not likely referrals to any other component in the program where they are unlikely to be successful because of their limited proficiency in English. In the long run, extended time in language study may be more cost effective. Should students reach a self-defeating frustration point in attempting to reach difficult-to-attain learning goals, teacher, counselor, case worker and student should jointly discuss modifying the employment goal and the learning plan.

Indicators of Progress

What can fairly serve as indicators of student progress are measures that indicate the extent of mastery of curricular competencies and the movement of students from one ESL level to another. Commercially available or program-designed tests, locally constructed tests from an assessment item bank (e.g., CASAS), or teacher evaluations can measure competency attainment. Applied performance tests which evaluate student performances in a work related simulation (making change, filling out an application, making a mock telephone call) may serve as effective alternatives to more conventional written and oral tests. Evaluation devices should measure the speaking and listening as well as reading and writing competencies included in the curriculum. Evaluation should occur at program entry and at designated points as students progress through the curriculum.

These progress measurements can serve as benchmarks for performance-based contracts. Contract payments may be awarded for mastery of specified competencies, for movement from one ESL level to another, or for achieving an ESL level designated as adequate for entering a job or for moving on to another GAIN component.

Completion

Completion needs to be defined in two ways: (1) for participants with a specific employment goal and (2) for participants who do not yet have such a goal. For the first group, participants will complete ESL/VESL when they reach the level of proficiency needed to succeed in the job they are working toward. Their language training may be intensive in the beginning and then be offered concurrently with another GAIN component.

Participants for whom an employment plan has not yet been worked out (i.e., those who haven't gone through assessment or made a self-directed choice) complete language training when they have reached a level of proficiency which enables them to effectively participate in other components, whether looking for a job or participating in

job club/job search workshops. Completion can be determined by teacher evaluation, formal testing, or a combination of the two. It is important that the assessment for completion match the instruction the student has received. Speaking and listening skills as well as reading and writing should be evaluated. Using the proficiency descriptions discussed above, completion could be defined as a score of 215 on a CASAS reading test and an SPL level of 5. Programs may wish to use other forms of assessment that give them comparable information.

It should be stressed that completion of language training, particularly when students do not have a specific employment goal, does not mean they are fully proficient in English. It only means that they have achieved a level where they can function minimally in other GAIN components.

As the students move through the system, their employability plan may be modified in such a way that additional language training is necessary. For example, participants who complete the initial language training, go through job search without finding a job, and complete assessment with the recommendation that they go into cosmetology training, may need to have VESL as part of their employability plan.

APPENDIX A

FOR FURTHER HELP

The list below is divided into two parts. The first part lists the resources cited in the chapter and others that may be of interest. The addresses and telephone numbers of the sources mentioned can be found in the second part of the list. The second part includes other organizational resources that may be helpful to implementing agencies. These are intended as a sampling of the many resources available.

I. Publications

ACSA Staff Development Project. Non-literate Adult ESL Students: An Introduction for Teachers. 1981. Available from DNAE.

Belfiore, M.E. and Burnaby, B. Teaching English in the Workplace. Toronto: OISE Press, 1984. Available from Alemany Press.

Bell, J., and Burnaby, B. Handbook for ESL Literacy. Toronto: OISE Press, 1984. Available from Alemany Press.

CASAS. Gain Pre-vocational Materials Bibliography. 1986. Available from VOICE.

CBAE Staff Development Project. "CBAE Program Implementation in the Classroom." A videotape training package. 1986. Available from the Project.

CBAE Staff Development Project. Handbook for CBAE Staff Development. 1983. Available from the Project.

CBAE Staff Development Project. "VESL Approaches." Videotape training package. 1986. Available from the Project.

Center for Applied Linguistics. From the Classroom to the Workplace: Teaching ESL to Adults. Washington: ERIC Clearinghouse on Languages and Linguistics. 1983. Available from the Center.

Crandall, Jo Ann. Directions in Vocational Education for Limited English-proficient Students and Adults. Columbus, OH: The National Center for Research in Vocational Education. 1985.

Hemphill, David, and others. Vocational Education for the Limited English Proficient (VELEP). San Francisco: Chinatown Resources Development Center. 1985. Available from VOICE.

Kremer, Nick, and Savage, K. Lynn., editors. Approaches to Employment Related Training for Adults Who are Limited English Proficient. ACSA Staff Development Project. 1985. Available from DNAE.

Lopez-Valadez, Jeanne (Ed.). Immigrant Workers and the American Workplace: The Role of Vocational Education. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. 1985.

Low, Joanne, and Hemphill, David. California VESL Resource Directory. Chinatown Resources Development Center. 1981. Available from DNAE.

Office of Refugee Resettlement. Mainstream English Language Training Resource Package, 1985. Available from the Refugee Resource Center.

Office of Refugee Resettlement. Vocational English Language Training. Kansas City: Refugee Materials Resource Center, 1986. Available from the Center or the Office of Refugee Resettlement.

Rezabek, Dale. Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California. Sacramento: State Council on Vocational Education. 1981. Available from VOICE or the State Council on Vocational Education, 501 "S" Street, Suite 2, Sacramento, CA 95814.

Valadez, Gustavo. New Perspectives VESL: An Annotated Bibliography. San Jose: Evergreen Valley College. 1983. Available from VOICE.

II. Organizations

Alemany Press
2501 Industrial Parkway West
Hayward, CA 94545

CAL (Center for Applied Linguistics)
1118 22nd Street, N.W.
Washington, D.C. 20037
Tel: (202) 429-9292

CASAS (California Adult Student Assessment System)
3249 Fordham Street
San Diego, CA 92110
Tel: (619) 230-2975
Tel: (800) 847-3310

CATESOL (California Association of Teachers of English to Speakers of Other Languages)
P. O. Box 4082
Whittier, CA 90607

CBAE (Competency Based Adult Education) Staff Development Project
Center for Adult Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Tel: (415) 469-2369

Consortium on Employment Communication
Center for Career Studies, IE2-117
California State University, Long Beach
Long Beach, CA 90840
Tel: (213) 498-4680

DNAE (Dissemination Network for Adult Educators)
1575 Old Bayshore Highway
Burlingame, CA 94010
Tel: (800) 672-3494
Tel: (415) 692-2956

ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
Tel: (800) 848-4815

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect St., N.W.
Washington, D.C. 20007
Tel: (202) 429-9292

ESL Teacher Institutes
DNAE (see above)

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
Tel: (800) 848-4815

Office of Refugee Resettlement
330 "C" Street
Switzer Building
Washington, D.C. 20201
Tel: (202) 245-0418

Refugee Materials Resource Center
U. S. Department of Education
10220 N. Executive Hills Blvd.
Kansas City, MO 64153

TESOL (Teachers of English to Speakers of Other Languages)
1118 22nd Street, N.W.
Washington, D.C. 20037
Tel: (202) 625-4569

VERS (Vocational Education Resource System)
California Institute on Human Services
Sonoma State University
Rohnert Park, CA 94928
Tel: (707) 664-2416

VOICE (Vocational and Occupational Information Center for Education)
721 Capitol Mall, 1st Floor
Sacramento, CA 95814
Tel: (916) 445-0401

STUDENT PERFORMANCE LEVEL – ABBREVIATED VERSION

0	No ability whatsoever.		
I	• Functions minimally, if at all, in English.	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	• Functions in a very limited way in situations related to immediate needs.	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs.	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands.	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands.	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

VI	• Can satisfy most survival needs and limited social demands.	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands.	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		

Mainstream English Language Training Resource Package
Source: Office of Refugee Resettlement, 1985.

APPENDIX C

ESL AND VESL SELF-ASSESSMENT CHECKLIST

This checklist is designed to permit a self-assessment of the services practices that are administered by an educational program which serves GAIN participants. The checklist, when used in conjunction with the recording form in Appendix B of this handbook, facilitates a review of a program's current services and helps to identify recommendations for program modifications and improvements. The items on the checklist may not represent an exhaustive coverage of the service categories and topics which an educator feels are important to his/her school's program. Adaptions may be made to ensure a comprehensive assessment.

	STATUS			PRIORITY
	YES	NO	N/A	Lo-----High 1 2 3 4 5
PROGRAM DESIGN The program uses open-entry, open-exit scheduling.				
The program uses a competency-based approach.				
Instruction has a work-related focus.				
There are procedures for placement, measuring progress, and moving students to other program components.				
Instruction is intensive for those students who are in their "remediation" component.				
Classes are of a manageable size.				
There are distinct levels of instruction.				

ESL AND VESL (continued)
Page 2

	STATUS			PRIORITY
	YES	NO	N/A	Lo---Hig 1 2 3 4 5
PROGRAM DESIGN (continued) The program explains levels of instruction to cooperating agencies.				
Staff are qualified.				
There are comprehensive services (language assessment, guidance, and such).				
INSTRUCTION Language is taught in an employment context.				
The content is ESL with a VESL component, or general VESL, occupational cluster VESL, or occupation-specific VESL.				
The VESL content is delivered in a whole class setting, groups within a class or in a learning center.				
Language instruction takes place before the student enters other components and/or concurrently with other GAIN components.				
Curriculum is guided by employment communication needs, not grammar.				

	STATUS			PRIORITY
	YES	NO	N/A	Low 1 2 3 4 5 High
INSTRUCTION (continued) Classroom activities include task-related and interactive activities.				
A variety of grouping techniques is used.				
A variety of materials is used to meet different learning styles.				
MAKING THE PROGRAM STUDENT CENTERED All language skills (speaking, listening, reading, and writing) are assessed.				
Staff take into account student-related factors that affect language learning (prior education, cultural and linguistic background, and so on).				
An individual learning plan is developed for the student.				
Staff are training in cross-cultural communication.				
There are guidance activities that develop participants' self-confidence and motivate them to work hard in the program.				

	STATUS			PRIORITY
	YES	NO	N/A	Lo----Hig 1 2 3 4 5
MAKING THE PROGRAM STUDENT CENTERED (continued) Bilingual staff and/or materials are available.				
MEASURING PROGRESS A system of reporting progress to the participant is in place.				
Benchmarks for the payment of GAIN funds are negotiated.				
The completion point for the language training varies according to the participant's employment goal.				